DOCUMENT RESUME

ED 131 241 95 CE 008 327

TITLE	Equity Career Education: Curriculum Guide.
INSTITUTION	Maple Heights City Schools, Ohio.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH50598
PUB DATE	30 Jun 76
GRANT	G00-75-02300
NOTE	436p.
EDRS PRICE	MF-$0.83 HC-$23.43 Plus Postage.
DESCRIPTORS	*Career Education; *Concept Teaching; *Curriculum Development; Curriculum Guides; Educational Objectives; Elementary Education; Grade 3; Grade 6; Grade 8; Grade 10; *Individual Development; *Nondiscriminatory Education; Occupational Clusters; Occupational Guidance; Resource Materials; Secondary Education; *Self Concept; Sex Stereotypes
IDENTIFIERS	Ohio

ABSTRACT

Curriculum guides for grades 3, 6, 8, and 10 are contained in this document. The introduction outlines the basic rationale of the program and provides suggestions for its implementation in specific situations. The program was developed under four equity career education related categories: The self, the individual and society, role expectations, and the world of careers. A scope and sequence chart contains specific concepts and process themes. For each grade level, a rationale for grade plans precede the stated objectives, levels, subject areas, concepts and processes. Learning intent, learning activities, suggested materials, and evaluation procedures are described in depth. Objectives and activities for the elementary grades focus on acquiring knowledge of self, others, and careers. Objectives and activities for grade 8 emphasize career orientation and expand the guidance emphasis on evaluating individual interests and abilities, and relating these to life-career situations. Objectives and activities for grade 10 continue the guidance emphasis by encouraging career exploration based on learner self-assessment. Statements of equity career education assumptions, goals, and objectives are included in Appendix A. Complete compendiums of material and other resources available for instructional use within the school system are contained in Appendixes B through E. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131241

MAPLE HEIGHTS CITY SCHOOL DISTRICT
THE CENTER FOR EQUITY CAREER EDUCATION
5500 CLEMENT DRIVE
MAPLE HEIGHTS, OHIO 44137

EQUITY CAREER EDUCATION

Curriculum Guide

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June 30, 1976
MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM
Supported by: U. S. Office of Education
Project: 554AH50598
GRANT NO. G007502300

CE 008 327

This publication may be reproduced in whole or in part without permission, provided credit is given to the Maple Heights City Schools and not sold for profit.

LEADERSHIP FOR EQUITY CAREER EDUCATION PROJECT

Maple Heights City School District
    Audrey B. Norris, Ed. D., Superintendent
      Project Director of Grant No. G007502300
    Robert K. Carpenter, Board President
    Gerald C. Piscura, Board Member
    James J. Toman, Board Member
    Michael E. Toth, Board Member
    John J. Wetzel, Board Vice-President

The Center for Equity Career Education
    Marilyn S. Hormann, Grant Operations Director
    Ronald G. Burke, Coordinator
    Lynda M. Cincer, Coordinator
    Gilbert M. True, Coordinator
    Betty H. Zienkowski, Project Secretary
    Rose M. Kovach, Guide Typist

Central Office Staff
    Raymond M. Giannamore, Director of Personnel
    William A. Hunter, Director of Curriculum
    George F. Simpson, Ph. D., Director of Special Programs
      and Communications
    Franklyn A. Jackson, Ed. D., Coordinator of Human Relations

Building Principals
    Robert T. Hubbard, Broadway Elementary School
    Edward W. Harsa, Dunham Elementary School
    Pauline M. Murphy, Raymond Elementary School
    Robert A. Janisko, Rockside Elementary School
    Jan F. Smith, Stafford Elementary School
    James H. Schulz, East Junior High School
    Gene C. Dickard, West Junior High School
    Thomas J. Spear, Senior High School

Cleveland State University
    Joseph F. Rogus, Ph. D., Professor of Education, Consultant

U. S. Office of Education
    Kenneth B. Hoyt, Ph. D., Director, Office of Career Education
    Prentice Echols, Project Officer

FOREWORD

The idea of equity within law goes back to Henry II of England when it became apparent that court decisions based upon common law failed to provide the just remedies called for by the times. In the United States, equity within law is included as a function of the Federal court system. Equity Career Education is to establish and affirm within constitutional and statuatory law an educational program to ensure a just and equitable opportunity for all students in our schools to learn, to develop, and to grow. It impartially and occupationally as far and fast as individual abilities permit according to individual interests.

We must not be afraid to get involved . . . . as if the giving, taking, and sharing weren't worth the rist of uncertainty.

Only through the affirmation and establishment of individual worth will we achieve a better balance of career opportunity - gentle as well as strong, protective as well as constructive, and merciful as well as just.

To step into the unknown is always difficult, frightening as well as exhilarating. However, we will neither falter or fail if

We approach all problems of children with affection.
Theirs is the province of joy and good humor.
They are the most wholesome part of the race,
for they are freshest from the hands of God.

ACKNOWLEDGEMENTS

This guide represents the efforts and associations of many people. Special appreciation is expressed to the elementary and secondary teachers who made available their expertise for this guide's development.

DESIGNATED PARTICIPANTS

Debra Adlestein
Marie Barbush
Kathy Behm
George Belden
Tom Bent
Don Bernath
Byron Bishop
Sue Brannon
Phil Cassen
Adele Cohn
Pat Day
Peg Dlouhy
Mae Alice Donner
Sam Fiorentino
Terry Flynn
Betty Franks
Claire Gallagher
Connie Gardner
Gail Geiser
Willete Geohegan
Natalie Giannamore
Judy Goldman
Jack Hawken
Olga Hoffman
Chuck Horvath
Sue Hynes
Therese Jakab
Bob Kastelic
Julie Knecht
Ed Kramer
Ron Lehman
Joan Lenczewski
Dan Lewis
Mary Lou Lolli
Pricilla Mahaney
Joe Malinkey
Emmet Masterson
Bernice Miller
Mary Lynn O' Brien
Rose Olszewski
Leon Opper
Jeanne Pavlik
Sig Peck
Perry Peskin
Joan Philabaum
Jackie Pietrocarlo
Tom Pokorny
Audrey Rainer
Jim Reis
Hank Rish
Juanita Rockhold
Kim Roski
Paul Schmidt
Dick Schultz
Florence Schwarz
Bennie Shiel
Carolyn Skryzpek
Bernard Smalley
Lorraine Smith
Barb Spallone
Sherry Strange
Bob Tayek
Linda Thompson
Mike Torrelli
Jane Toth
Jack Wagar
Dave Winn

Funds for the development of the guide were provided through a grant made available under Section 406, Title IV, Public Law 93-380. The activities reported herein were supported by the United States Office of Education, Office of Career Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement should be inferred. Grant Number G007502300.

TABLE OF CONTENTS

Foreword ii

Acknowledgements iii

Introduction v

Curriculum Development Process xi

Scope and Sequence Chart xii

Rationale for Suggested Third Grade Plans 3-1

Third Grade Plans. 3-2

Rationale for Suggested Sixth Grade Plans. 6-1

Sixth Grade Plans. 6-2

Rationale for Suggested Eighth Grade Plans. 8-1

Eighth Grade Plans 8-2

Rationale for Suggested Tenth Grade Plans 10-1

Tenth Grade Plans 10-2

Appendix A - Assumptions, Goals, and Objectives for Equity Career Education A-1

Appendix B - Learning Trips, Community Resource Persons, and Career Clusters B-1

Appendix C - Listing of A-V Materials, Flat Pieces, Kits, Posters, and Trade Books C-1

Appendix D - Textbooks and Directory of Publishers D-1

Appendix E - Sources of Free Career Information from Business, Labor, Industry and Professional Associations E-1

Appendix F - Tests and Answer Keys F-1

INTRODUCTION

The purpose of this introduction is to help the teacher gain an appreciation of the basic rationale of the program and to provide suggestions for its effective implementation in her/his specific situation. Some basic considerations underlying the program are discussed first. A statement of purpose and expected outcomes of the program will follow.

Equity Career Education is not a program, a course, a method or a specific reform designed to solve all of the schools' problems. It is a concept, a perspective on teaching-learning that effects all curricula and all students who participate in that curricula. Translated into program, Equity Career Education serves to expand the awareness, experience, knowledge, and skill preparation of all youth so that the young adult can make wise life choices on the basis of self knowledge.

The broad goals of the equity career education program are to:

1. Create an awareness to the world of work.
2. Motivate students to do a better job in the classroom so they make sound choices in later life based on individual skills and abilities.
3. Lead students to appreciate all types of workers as making contributions to society.
4. Bring the community and the business, labor, industry, and professional world closer to the schools so individuals may better see how they fit into society.
5. Reduce limiting factors in schools so all students may make choices based on individual skills, abilities, interests, and aptitudes.
6. Eliminate from curriculum, through creative teaching practices, bias and stereotyping found in subject matter used with the students.

In Maple Heights it was decided to begin the program in grades 3, 6, 8, and 10. Other steps included in the Maple Heights plan after selection of students were:

1. To develop program goals and objectives.
2. To pre-test all students involved in the program.
3. To provide in-service training and informational meetings for parents, administrators, counselors and teachers.
4. To relate teacher-planned activities used in regular subject matter areas in the Equity Career Education curriculum.
5. Aid teachers in planning field trips to the business community (local and area wide) to expand the student's awareness to the work world.
6. Locate and bring into the classroom resource people who could discuss their work-related responsibilities and educational preparation as well as the personal traits needed for certain occupations.
7. Purchase with grant monies materials to be used in the classrooms by teachers and students.

As a result of the Maple Heights plan to implement Equity Career Education, it is expected that:

The administration will demonstrate an understanding of the concept of equity by:

- setting an example by treating all persons within the administrative framework equitably.
- complying with all statutes designed to bring equitable practices into the system.
- establishing affirmative action plans to actively recruit from within the system people who are qualified for open positions and accepting

those persons qualified regardless of sex.

- posting criteria for opened positions so all persons can match their abilities and qualifications to the position.
- conducting interviews with non-biased questioning procedures and offering encouragement to males and females who are qualified and pursuing occupations that are non-traditional.
- assuring due process to all individuals in the system.
- adopting grievance procedures to be followed by members of the school system.
- expediting the resolution of grievances in ways which will eliminate inequities between the sexes.
- providing time and facilities for establishing programs to meet the needs of all students within the academic setting.
- providing funds to establish programs needed to meet the expanded goals sought by all students in all subject areas and non-class activities of the curriculum.
- encouraging and providing for curriculum development that will bring non-biased approaches to teaching in academic areas.
- encouraging and providing for regular re-evaluation of textbooks and acting upon teacher suggestions for purchasing non-biased texts and materials.
- informing the community of new programs and soliciting commitment from the community to these programs that will change sex role stereotyping.

The teachers will demonstrate an understanding of the concept of equity by:

- encouraging students to pursue curriculum areas which will enable them to develop toward their maximum potential.
- teaching subject matter to all students on the basis of their interests and abilities and not on the basis of sex biases or stereotypes.
- becoming aware of sex stereotyping in textbooks and educational materials and using techniques which will counteract those examples.
- encouraging adoption or adaptation of non-biased curriculum materials.
- becoming aware of resources which illustrate non-traditional roles.
- planning field trips during which students can identify that most job skill requirements are not limited to a single sex.
- accepting students' and peers' choices of non-traditional roles and activities.
- encouraging student acceptance of non-traditional roles by inviting role models for class interviews and planning field trips which exhibit these roles.
- teaching processes of decision making so that students will be able to make choices based on interests, abilities, and aptitudes free of sex biases and stereotypes.
- developing equitable disciplinary practices that guarantee students the right of due process.
- following adopted grievance procedures to break down sex discrimination in the schools.

- showing assertive behavior by applying for jobs for which they are qualified within the system.

The students will demonstrate an understanding of the concept of equity by:

- making decisions based upon their interests, abilities, and aptitudes free of sex limitations.
- recognizing sex bias and stereotyping in textbooks.
- choosing courses of study according to their interests, abilities, and aptitudes not limited by sex.
- participating in school activities, programs, and services according to their interests, aptitudes, and abilities not limited by sex.
- accepting and respecting their peer's participation in school activities formerly limited to either sex.
- entering into extra-curricular activities according to their interests abilities, and aptitudes not limited by sex.
- rejecting as inappropriate, behavior in the community which exhibits sex bias and stereotyping.
- expecting and demanding fair and impartial treatment from teachers.
- expecting and demanding due process in disciplinary actions.
- identifying equitable employment practices.
- identifying the skills needed to perform career roles and recognizing that both men and women can develop most skills.
- making tentative career choices according to their interests, abilities, and aptitudes not limited by sex.

- accepting non-traditional career choices made by peers.

The parents and community will demonstrate an understanding of the concept of equity by:

- becoming aware of statutes which mandate changing of procedures to eliminate sex bias in schools.
- encouraging school administration to provide for curriculum change to implement in the schools non-biased and non-stereotyping practices.
- becoming aware of bias and sex stereotyping done in the home and attempting to change communication among family members.
- encouraging children to make individual choices in occupations and not be bound to traditional roles based on sex.
- accepting children's choices of non-traditional occupational roles.
- providing support for eliminating sex bias practices within businesses in the community.
- volunteering as resource persons in classrooms or offering opportunities for students visits to places of business.
- actively participating in removing sex stereotyping and bias from their own business advertising programs.
- insisting that the Board of Education adopt and follow an affirmative action plan as required in state and federal regulations and statutes.
- expecting due process for their children in all procedures or disciplinary actions in and out of the school situation.

CURRICULUM DEVELOPMENT PROCESS

I. Goal Setting

Program developers for the Equity Career Education Program in Maple Heights, upon reviewing the school system's philosophy, analyzing the needs of the Maple Heights community, and consciously re-examining existing knowledge on learning and learners, established the goals for the program. (Statements of Program Goals appear in Appendix A)

II. Objective Setting

Preliminary Activity. Prior to setting specific program objectives, developers identified a series of assumptions under four equity career education related categories: (1) The Self; (2) The Individual and Society; (3) Role Expectations; and (4) The World of Careers. (Statements of Equity Career Education Assumptions appear in Appendix A)

Identification of Scope and Sequence. Considering both program goals and the stated Equity Career Education assumptions, concepts were selected to guide staff in developing the content portion of program objectives. Performance themes were then identified. Behavioral in nature, the themes were adaptable for instructional purposes at all grade levels, and later guided staff in developing the process portion of the program's objectives.

The scope and sequence chart on the following page contains the specific concepts and process themes identified. Selected processes and concepts were identified for initial development at the primary levels; others were selected for initial emphasis at the intermediate level. Irrespective of where a concept or process was introduced, emphasis continued through the remainder of the

SCOPE AND SEQUENCE OF EQUITY CAREER EDUCATION	SELF AND SOCIETY CONCEPTS										SELF AND CAREER ROLE CONCEPTS										
PROCESS	SELF					INDIVIDUAL & SOCIETY					ROLE EXPECTATIONS					WORLD OF CAREERS					
SELF IN INTERACTION	Individual Differences	Multiple Causation	Decisions	Consequences	Stereotypes	Socialization	Due Process	Affirmative Action	Life Styles	Education	Multiple Roles	Career Choice	Occupational Preference	Expectation	Sex Role	Traditional Roles	Non-Traditional Roles	Equity	Entry Requirement	Interdependence	Contributions
1. To demonstrate critical thinking skills.	⇨	⇨	⇨	➡	⇨	⇨	➡	➡	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨
2. To demonstrate ability to gather, organize, analyze and present data.	⇨	⇨	⇨	➡	⇨	⇨	➡	➡	➡	⇨	⇨	⇨	➡	⇨	⇨	⇨	⇨	⇨	⇨	⇨	⇨
3. To demonstrate ability to assess personal interests, abilities, and values.	⇨	⇨	⇨	➡	⇨	⇨	➡	➡	⇨	⇨	⇨	➡	⇨	⇨	⇨	➡	⇨	⇨	⇨	➡	⇨
4. To demonstrate effective use of the decision-making process.	➡	➡	⇨	➡	⇨	➡	➡	➡	➡	➡	➡	➡	➡	➡	➡	➡	➡	⇨	⇨	➡	➡
5. To demonstrate ability to make choices and to live with the consequences of those choices.	⇨	➡	⇨	➡	⇨	➡	➡	➡	⇨	➡	➡	➡	⇨	➡	➡	➡	➡	⇨	⇨	➡	➡
6. To demonstrate responsible, self directive behavior.	⇨	⇨	⇨	➡	➡	➡	➡	➡	⇨	➡	⇨	➡	➡	➡	➡	➡	➡	➡	➡	➡	➡
7. To demonstrate ability to cope with the unfamiliar.	⇨	⇨	⇨	⇨	⇨	⇨	➡	➡	➡	➡	⇨	➡	⇨	⇨	⇨	➡	➡	⇨	⇨	➡	⇨
8. To demonstrate a "spirit of equity" in accepting the contribution of and in interacting.	⇨	➡	⇨	➡	⇨	⇨	➡	➡	⇨	➡	⇨	➡	⇨	⇨	➡	➡	⇨	⇨	⇨	⇨	⇨

⇨ Initiate in Primary and carried through the program.

➡ Initiate in Intermediate and carried on throughout the program.

program. If a concept were addressed for the first time, for example, in a primary grade, it was reworked on a higher level of abstraction and complexity throughout the intermediate, junior high, and senior high phases of the program.

Objective Setting. With the scope and sequence serving as a guide, instructional objectives for grade levels 3, 6, 8, and 10 were then written consistent with the goal statements developed earlier. (Objectives appear in Appendix A)

III. Lesson Development

With instructional objectives written for levels 3, 6, 8, and 10, the focus shifted to (1) the development of learning activities appropriate to the stated objectives; (2) the identification of materials appropriate to carrying out the developed activities; and (3) the creation of evaluative mechanisms keyed to each objective.

Learning Activities. Teachers from within the system working with classes at each of the levels represented in this first phase of the Equity Career Education program were requested: to generate activities appropriate to the grade level objectives; to develop those activities with their classes; to make revisions in the activities as essential to strengthening the lessons; and to submit activity descriptions to project staff. This teacher input constituted the basis for the activities appearing in the lesson plan section of the guide.

Recommended Materials. For each activity, teachers were requested to specify the specific learning trips, speakers, A-V materials, trade tools, textbooks, and other materials recommended for use. The materials and other resources, as noted, appear with the recommended activities appearing in the lesson plan section of the guide. A complete compendium of material and other resources available for instructional use within the school system appear in the Appendices B through E of the report.

Appendix B - Learning Trips, Speakers, and Clusters

Appendix C - Listing of A-V Materials, Flat Pieces, Kits, Posters, and Trade Books

Appendix D - Textbooks and Directory of Publishers

Appendix E - Sources of Free Career Information from Business, Labor, Industry and Professional Associations

Evaluation. For each objective, teachers developing and field-testing the activities appearing in the guide at each grade level were requested to develop means for assessing student progress on each of the stated objectives. Teacher developed mechanisms constituted the basis for the evaluation sections appearing in the plans.

IV. Beyond The Parts

Evaluation. In addition to the in-class evaluation activity for each of the stated program objectives, overall program assessments were developed and implemented during this developmental year of the program. Data collected to date is available from the Career Education office. (Test instruments appear in Appendix F)

The Guides for Specific Grade Levels. Upon processing and refining input from teaching staff on the activities, materials, and evaluative tools for the stated program objectives, program staff organized the input into lesson plan form for use by teachers throughout the school system.

Separate guide sections were created for grades 3, 6, 8 and 10. For each section and for each set of plans the following data are provided:

1. Reference to the objective to which the plan is keyed.
2. Notation of the specific concept (s) and performance theme (s) from which the objective has been gleaned.
3. Notation of the specific subject areas wherein the recommended activities are appropriate.
4. Recommended activities, materials, and evaluative mechanisms.

The Spirit of the Guide. The materials developed are intended to be suggestive, not prescriptive or exhaustive. Teachers are encouraged to use the materials as appropriate to their classes and to feel free to expand on suggested activities or to develop others as may be appropriate to helping youngsters internalize the meaning of Equity Career Education to its fullest.

The guide represents an attempt to infuse into the established curriculum the goals and objectives of equity career education. Much of the effort put into the guide by faculty and Equity Career Education staff has been on developing and trying classroom activities which address career education ends while at the same time meeting the objectives of the established curriculum. The activities listed in the guide have been tried and found workable in classes within one or more subject areas.

It is suggested that users of the guide just consult the scope and sequence chart to become familiar with the concepts and processes which constitute the structure for the equity career education program. Specific grade level objectives with appropriate activities can then be examined and a judgment made on the most appropriate use of guide materials. Since the concepts and processes identified in the scope and sequence chart provide for program continuity, each objective and activity at each grade level addresses a part of the programs' overall goals.

The activities presented in the guide allow latitude to teachers on the amount of time to be spent in implementation. In instances where activities toward a particular concept or process are not initiated on lower grade levels because of concept complexity or abstraction, development is carried out at higher grade levels.

The objectives and activities presented in the guide are by no means intended to be all inclusive. Teachers are encouraged to add objectives and develop alternative activities as may be appropriate to individual groups of youngsters.

RATIONALE FOR SUGGESTED THIRD GRADE PLANS

The objectives and activities for the elementary grades focus on acquiring awareness of self, others, and careers. The awareness of self and others emphasizes the analysis of what is human and the assessment of interests, abilities, and values of self and others. "Career" is defined as the roles people fill in their progress through life. Those included are the work, family, citizenship, avocational, cultural-aesthetic, and religious roles. We believe these understandings and skills are prerequisites for learners to be able to make wise and fulfilling choices in their career development.

The suggested activities are the result of the cooperative efforts of the Equity Career Education Program teacher developers and the Equity Career Education Project staff. They are intended to serve as one model for interpreting and integrating equity career education concepts into daily learning experiences.

The teacher can use these plans with either the objective (the concept and/or process themes) or the subject area as the starting point and should in no way feel limited by the material presented. Ideas fitting an objective can be found by turning to the appropriate objective and checking the suggested activities. Activities appropriate to a subject area can be found by checking the subject area identifications on the upper right hand corner of each lesson sheet.

OBJECTIVE: 1.3.1 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts

CONCEPT: Socialization / Sex Role/Stereotype

PROCESS: To demonstrate Critical Thinking Skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify several emotions children have that are commonly attributed to girls or boys. 1.3.1A The learners will assess as acceptable, behavior of adults when expressing emotions freely which may be contrary to society's stereotypes. 1.3.1B The learners will use data they have collected to arrive at a generalization concerning people's emotions.	1. After reading story and viewing filmstrip; have children make personal lists of fears they have and how they behave when they are afraid. A. Prepare a class chart of fears children have listed and write their names under the fears they personally have. B. The teacher then can lead a class discussion on the data collected. For example: 1) Are there any columns with girls' or boys' names exclusively? Why or why not? 2) Do girls and boys have some fears in common? Why? 3) How do you act in the fearful situations you have identified? 4) Do adults have some of the same fears as children? Name some which might be the same for those the class listed. 5) How do adults act when they are in similar fearful situations? (Note: Examples here might include snakes - scream; roller coasters - scream/avoid; the dark - walk fast or run; spooky movie - nightmares; injections - ouch!) 6) Are fears ever helpful? 7) Is there anyone who is never afraid? 8) Are there any things listed that boys/girls/adults are not supposed to fear? Can you name any exceptions to this? 9) Is it all right for people to be afraid and to show they are afraid?	How It Is Nowadays, "Where the Wild Things Are", Ginn. Kindle 2, "Who's Afraid", Scholastic, 1970.	1. Have learners answer true/false statements dealing with emotions commonly attributed to boys or girls. For example: A. Only girls are afraid of spiders. F B. Boys should never cry. F C. Girls and boys feel sad sometimes. T
	2. Following the class study of fear, have learners view "All Kinds of Feelings" to examine other human emotions and how differently people behave when experiencing them. Use strategy similar to that dealing with fear so that learners will be able to identify emotions as part of being human and, therefore, acceptable.	Kindle 1, "All Kinds of Feelings", Scholastic, 1970.	2. Read aloud open-ended situations in which adults express emotions contrary to typical stereotypes and have children react to their behavior. For example: A. Mr. Jones, his wife, son, and daughter are out boating. The boat overturns and all are rescued by the Coast Guard. When they get ashore Mr. Jones hugs his wife and children and cries in relief. What do you think about Mr. Jones crying?

CONTINUED 1.3.1 LEVEL: 3 SUBJECT AREAS: Language Arts

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
			B. Mrs. Grant's dog had her puppies on Friday morning. One of the puppies was too weak to nurse from the mother and Mrs. Grant tried to feed him with a baby bottle. The puppy died anyway and Mrs. Grant felt so badly that she cried and cried. Do you think it was all right for her to cry? C. Greg Pruitt of the Cleveland Browns returned a punt 80 yards to score a touchdown in the last two minutes of play to win the game. He and his teammates were so happy they were jumping up and down and hugging each other. Is it all right for men to do this? When?

OBJECTIVE: 1.3.2 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts

CONCEPT: Socialization / Stereotype

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify stereotyped personal attributes of men and women 1.3.2A The learners will recognize that people are different from one another and that stereotypes of people are limiting.	1. After reading text dealing with expressing ideas without using words, have children select and cut out ads which include people. Divide into groups and identify the main character/characters of the ads. A. Describe orally attributes of models pictured which are emphasized to sell the product. List on board. Children should then decide if attributes are exclusively male or female, if ALL men and women possess the attributes pictured, and which ads give fair representation of people, and which are stereotyped.	Our Language Today, American, 1970, pp. 1-4. Assorted magazines with picture ads. Enough for each child.	
	B. Select one or more advertisements and have students identify the personal attributes of the main character in the ad. This should be one in which the people are stereotyped.	Photos of Men In the Nurturing Role, Women's Action Alliance, 1975. People At Work, Instructo, 1975.	Show pictures of people in traditional and non-traditional roles and have students identify personal attributes represented and stereotyped. Photos of Men In the Nurturing Role and People At Work are good sources for pictures of people in non-traditional roles. Advertisements are good for traditional role models.
	C. Divide class into four groups. Each group should select a fellow student, staff member, or a parent. Identify the selected person's personal attributes and compare and contrast with the person in the ad. Have each group decide whether or not the person they have chosen fits the ad stereotype. Assess the worth of the people who do not match the stereotype and support their statements. These might be group presentations and responses could be recorded on board to encourage class interaction. Teacher can lead discussion to generalization that stereotypes of people are limiting.		Assess students' responses in group presentations.

OBJECTIVE: 1.3.3. **LEVEL:** 3 **SUBJECT AREAS:** Social Studies
CONCEPT: Socialization / Stereotype
PROCESS: To demonstrate critical thinking skills

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the usual societal stereotypes about boys and girls as true or false.	1. View filmstrip and listen to cassette. A. After viewing filmstrip, have learners list ways in which the children were different. List ways all the children were the same.	Communities and Social Needs, Laidlaw, 1968, p. 44.	
	B. Teacher then read statements about children in the filmstrip, including some true statements and some false stereotyped statements. Children should identify statements which are true and false.	Becoming Yourself, Unit 3, "Seeing Differences", Scholastic, 1975.	Assess learners responses relative to true and false statements.

OBJECTIVE: 2.3.1 LEVEL: 3 SUBJECT AREAS: Science
CONCEPT: Non-Traditional Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify male and female workers who are in what currently are considered non-traditional roles.	1. As a culminating activity for the unit on our solar system and space travel, the learners can role play a trip into space to gather information and report back to "Space Control". The teacher assumes the role of "Space Control" and asks questions of "Astronaut" volunteers who have blasted off into space. A. Before beginning to blast off, the teacher should lead class to discuss whether or not the girls could be astronauts. Would a female astronaut be a traditional or non-traditional position?	Concepts In Science, Harcourt, Brace and World, 1965.	
	B. Have learners use Children's Dictionary of Occupations to locate other careers in the science area with non-traditional workers represented.	Children's Dictionary of Occupations, Counselor Films, 1974. Career Pictures, Xerox, 1974.	Display career pictures from two or three clusters. Ask learners to identify traditional and non-traditional role models and explain why they are traditional or non-traditional.
	2. Following the Telezonia study unit, prepare bulletin board of Ohio Bell Telephone Company Positions: traditional, non-traditional. Have learners illustrate positions discussed during course of study and label according to the role model represented.	Communities and Social Needs, Laidlaw, 1968, p. 68. Telezonia Study Unit, Ohio Bell, Filmstrips, Cassettes, Ditto masters, Bulletin board lettering.	Evaluate students labeling of telephone company positions.

OBJECTIVE: 2.3.2 **LEVEL:** 3 **SUBJECT AREAS:** Social Studies
CONCEPT: Career Choices / Traditional Roles / Non-Traditional Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify occupations that typically have been considered traditionally reserved for men or women.	1. After class has studied and discussed the career clusters represented in the Career Pictures, have learners identify those with non-traditional role models pictured and explain orally why they would be considered non-traditional.	Career Pictures, Xerox, 1974.	Evaluate learners oral responses.
	2. Using text and slides, have learners develop a chart showing means of transportation available in Greater Cleveland area. List in categories of land, air, water, and space. A. Under the means of transportation, list occupations available in each. Have learners identify those traditionally reserved for men or women and those the learners know are changing their bias. These changes may involve some changes in vocabulary, also. For example: stewardess to flight attendant.	Communities and Social Needs, Laidlaw, 1968, pp. 63-69. ECE Slides - Transportation in Cleveland, Staff Produced, 1976.	Have learners identify occupations in the transportation industry traditionally reserved for men or women.

OBJECTIVE: 2.3.3 LEVEL: 3 SUBJECT AREAS:
CONCEPT: Non-Traditional Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list successful people they know who are workers with nontraditional occupations. 2.3.3A The learners will be able to write an effective report on workers in non-traditional occupations.	1. After reading and working exercises in textbook on preparing and giving reports, view filmstrip on the female architect. A. Have class prepare a report under teacher direction following the steps for report writing. Use "Follow the Architect's Plan" as the information source. When dealing with "gathering facts" be sure to include the non-traditional nature of the architect's job. B. Have learners write individual reports using the same procedures.	Our Language Today, American, 1967, pp. 183-192. Beginning Work Concepts, Unit 2, "Follow the Architect's Plan", Scholastic, 1975.	Have learners name two people they know who are in non-traditional occupations. Choose one and write a report on that person. Assess learners' reports using criteria for a good report emphasized in the language arts.

OBJECTIVE: 3.3.1 LEVEL: 3 SUBJECT AREAS: Social Studies
CONCEPT: Contributions
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will analyze contributions made by men and women workers and identify the qualifications needed to make those contributions.	1. After a field trip to the city hall, fire and police departments, have learners choose a male and female worker they saw and illustrate what that person is contributing to the community. A. Write three sentences explaining the contribution. B. Learners will show their illustration, read their story about the contributions made, and have the class list the qualifications necessary for satisfactory performance in the position.	Field trip to local city hall, fire and police departments. Communities and Social Needs, Laidlaw, pp. 53-63.	Teacher can list on board three occupations observed on the trip and ask learners to list the contributions made by the workers. The learners will then identify the qualifications needed for the position.

OBJECTIVE: 3.3.2 LEVEL: 3 SUBJECT AREAS: Social Studies
CONCEPT: Contributions
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will infer that contributions made by most workers can be made by either a man or a woman.	1. Make a class list of workers needed to build a house. Have learners choose one of the workers they might like to be and prepare a resume about themselves to present orally. They should include the suggestions in the text, the contributions they would make to the building of the house, and the qualifications which would be needed to do the job.	Communities and Social Needs, Laidlaw, 1968, p. 62, Things to do exercises 2-3.	After learners have presented their resumes, have learners respond to the questions: Are there any contributions made by the workers mentioned that could not be made by a man?; by a woman? Evaluate learners responses.

OBJECTIVE: 3.3.3 **LEVEL:** 3 **SUBJECT AREAS:** Social Studies
CONCEPT: Non-Traditional Roles
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify as acceptable non-traditional career choices made by men and women.	1. Display pictures of non-traditional community workers from People at Work. A. Discussions of pictures should include: 1. Why would the person have chosen the career? 2. What abilities would be needed? 3. What interests would be best? 4. What advantages would the career offer? Disadvantages? 5. Why is this career needed? 6. What do you think of the man or woman in the non-traditional role?	Communities and Their Needs, Laidlaw, 1968, pp. 53-63. People at Work, Instructo, #9, "Female Fire Fighter" #11, "Male Clothes Designer" #15, "Female Dentist" #17, "Male Florist" #19, "Female Auto Mechanic" #22, "Male Nurse"	List occupations represented in the pictures. Next to the occupation, have learners state whether the job is suitable for males, females, or both. Responses should indicate suitability for either male or female.

OBJECTIVE: 4.3.1 LEVEL: 3 SUBJECT AREAS: Social Studies
Art

CONCEPT: Career Choices

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will match occupations to the correct career cluster.	1. Using the text have learners find pictures or descriptions of occupations and services needed and supplied by communities. As learners respond, teacher should record occupations in columns which will represent career clusters. After all students have had a chance to respond, ask learners to look at occupations in group on the board and find something all the jobs in each column have in common. From these responses, teacher record the career cluster title for each group, introducing the career cluster concept. Add any cluster not represented from learner responses. A. Learners then continue to search through the text pictures to find things people are doing which would fit under the 15 career clusters.	Communities and Social Needs, Laidlaw, 1968, pp. 1-77. Field Trip - Tour of Cleveland	1. Choose teams, small groups, or pair racing, and flash Career Flashcards. Learners must identify the occupation and career cluster to win race.
	2. Following field trips through Maple Heights and Cleveland communities, learners can prepare a bulletin board mural on the career cluster opportunities in the Greater Cleveland Area. A. Reports can also be written and placed in career notebooks on selected career clusters and specific jobs in each.	Field trip in Maple Heights community. Career Flashcards, Counselor Films, 1975.	2. Assess plan for mural or bulletin board for correct matching of career clusters and occupations.

OBJECTIVE: 4.3.2 LEVEL: 3 SUBJECT AREAS: Language Arts
CONCEPT: Equity
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with other

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify occupations which require restrictions to one sex or the other.	1. Read the story: Discuss duties and responsibilities, qualifications and skills necessary for Teddy's position. (see also activity 13. 3.2B) A. Have learners respond to the question, "Could a girl do Teddy's job?" Teacher guide a discussion to lead learners to conclude that a girl or boy with the required skills and interest could be a shoeshiner.	Skies and Wings, "The Shoeshine Boy", Ginn, 1969, pp. 8-20.	
	B. Have learners read ditto sheet orally and select the job descriptions which require restriction to one sex or the other. The learners should select male and female actor and model and explain their choices.	Ditto master listing of several job descriptions including male and female model and male and female actor.	Evaluate learners' responses to job descriptions on ditto sheet. The learners should select male and female actor and model and explain their choices.

OBJECTIVE: 4.3.3 LEVEL: 3 SUBJECT AREAS: Social Studies
CONCEPT: Equity
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively / To make wise choices and to live with the consequences of those choices / To cope effectively with the unfamiliar / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify rule changes as a method of increasing career options.	1. Read text. List several school rules and reasons for them. Present hypothetical rule arbitrarily imposed by the school principal which is inappropriate in a school situation. An example might be, "There will be no lunchtime period for third grade students". Have learners express their feelings about the rule, it's effect on them, possible reasons for it, alternatives available to learners and possible solutions.	Communities and Social Needs, "Citizenship and Rules", Laidlaw, 1968, pp. 198-199.	Give learners open-ended, hypothetical situations where career options are limited by rules. Learners' responses should indicate a process of changing the rule to meet the career needs of the main character. For example, Ms. Williams, a medical doctor, and her three children move back to her hometown after her husband dies. When they get settled in their new home and she begins to open her practice, she is told that she will not be able to practice medicine because in this city women are not permitted to be doctors. What should she do?
	2. View filmstrip "Changing Rules: It's Different Now", to see how Gwendolyn got involved changing rules. A. After viewing, follow General Discussion Questions in filmstrip teachers' guide to identify the problem caused by the rule, the pros and cons regarding it, and procedures involved in getting it changed.	Citizenship Adventures of the Lollipop Dragon, "Changing Rules: It's Different Now", Singer, 1976.	
	B. Have learners name a home, classroom, or school rule that has been modified or changed. Identify the changing circumstances which prompted the rule change.	Teachers guide.	
	C. Have learners analyze pictures of People Who Work to find a rule concerning careers that has changed. Learners should identify the non-traditional occupational choices depicted in the pictures.	People Who Work, Instructo, 1975.	
	D. Learners can then identify circumstances that may have changed to bring about the necessity for the rule change. For example: the changing economy made it necessary to have two checks in the family. Ask learners if they know how people went about getting the rule changed. (Some students might be able to identify events or activities of the women's movement from newscasts or special children's television programs.) Depending upon the number of responses, the teacher may want students to suggest ways to get the rules changed.		

OBJECTIVE: 5.3.1 **LEVEL:** 3 **SUBJECT AREAS:** Social Studies
CONCEPT: Equity
PROCESS: To demonstrate critical thinking skills / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will compare and contrast the duties and responsibilities of different occupations.		Communities and Social Needs, Laidlaw, 1968, pp. 71-75.	
	1. During the field trip to Maple Heights City Hall, the learners should observe and ask questions about the duties and responsibilities of the different occupations they see. A. After the trip the learners might write job postings for jobs they saw. Teacher might assign groups to work together to write postings for the various levels of responsibility at City Hall. These might include custodial, clerical, secretarial, supervisory, department heads, administrative assistants and the mayor. Prepare a chart listing positions in order of highest responsibility to least, beginning with the mayor.	Field trip	1. Prepare a class bulletin board on the City Hall Learning Trip. Each group prepare a section choosing their own way of illustrating the duties and responsibilities of the different levels at city hall. Arrange in order from most responsibility to least.
5.3.1A The learners will match job responsibilities to appropriate salaries.	B. On the trip, secure a salary schedule for the city workers. Prepare a graph showing the city positions and salaries for those positions from highest to lowest. Compare with responsibility listing prepared above.		2. Have students compare and evaluate the job responsibilities to the corresponding salaries.

OBJECTIVE: 6.0 **LEVEL:** 3 **SUBJECT AREAS:**
CONCEPT:
PROCESS:

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	(In grade 3, it was felt that the concepts in this goal could be best initiated in goals 1.0 and 2.0.)		

OBJECTIVE: 7.3.1 LEVEL: 3 SUBJECT AREAS: Social Studies
CONCEPT: Interdependence
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will summarize ways in which people in a community are interdependent.	1. Read text and study pictures of activities of people in other communities.	Communities and Their Needs, "Community Needs", Laidlaw, 1968, pp. 53-62.	
	A. Show slides of activities of people in the community. Take class walk of local school area and identify those activities from slides that are in school community.	Staff-prepared slides depicting activities of people in the community.	
7.3.1A The learners will explain diverse activities of people in a community.	B. Have each child choose one of the activities observed and explain how they depend on that person and how their family depends on that person. Share orally with class.		Give students a written quiz with one or more hypothetical situations described below. Example: If, on one week from today, there were no more grocers, list five people that would be affected.
	C. Construct an Interdependence Train. Cut out an engine and let that represent the learner. Cut out train cars and attach to engine for each additional person the learner depends upon. Trains can be as long as interdependence can be demonstrated.		

OBJECTIVE: 7.3.2 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts
Social Studies
CONCEPT: Individual Differences / Occupational Preference
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To make wise choices and to live with the consequences of those choices / To cope effectively with the unfamiliar / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will conclude that people work at different jobs because they have different interests, aptitudes, and abilities.	1. After discussing how people need each other to fulfill needs of the community, focus on why the people have chosen the work they do. Ask learners opinions.		
	A. View filmstrip to see how the people in Tumtum chose their jobs.	World of Work Adventures of the Lollipop Dragon, "Trading Jobs in Tumtum", Singer, 1976.	
	B. After viewing, explain why the people were unhappy with the changes they made. Why did they prefer their job the best?	Our Language Today, "Writing Paragraphs", American, pp. 159-171.	Give class two workers. Example, nurse and park ranger. Write a paragraph to explain what would happen if they changed jobs. Responses should indicate that both occupations differ in interests and abilities and the workers would probably be unhappy in the other position.

OBJECTIVE: 8.3.1 LEVEL: 3 SUBJECT AREAS: Social Studies
Art
CONCEPT: Multiple Causation / Multiple Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify family roles and list elements in each.	1. During filmstrip ask learners to watch for examples of boys' and girls' role in the family during the pioneer years. A. Have learners compare the roles then and now. Decide whether or not the duties could be done by either the boys or the girls. B. Compare and contrast the roles of the pioneer children in school with today's children in school. Have learners indicate possible reasons for changes in role elements. C. Compare and contrast other family member roles.	Pioneer, "Children at Home and at School", Eyegate House. Communities and Social Needs, Laidlaw, 1968, pp. 19-25.	Prepare a mural illustrating similarities and differences in family roles in the past and present, and the multiple roles filled by family members.

OBJECTIVE: 8.3.2 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts
CONCEPT: Multiple Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe roles outside the family, such as community workers roles.	1. Invite a female police officer to talk to the class about her work, family, avocational roles.	Resource person - female police officer.	
8.3.2A The learners will use exact describing words to write three paragraphs that describe a community worker.	A. In preparation, the class should write a list of questions on each role area they plan to investigate. Include such points as amount of time for job training, work schedule, duties, lunch time, break time, television time, cooking, entertainment, sports, hobbies, family vacations, etc. Teachers can assign groups of "reporters" to do the interviewing and record responses.	Our Language Today, "Paragraphs That Describe" American, 1967, p. 163.	Write three paragraphs describing the police officer. Each paragraph should pertain to one element of her role.
	B. Allow time for group's preparation of presentation of interview responses. Share orally with class.		

OBJECTIVE: 8.3.3 LEVEL: 3 SUBJECT AREAS: Social Studies
CONCEPT: Multiple Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To engage in responsible, self-directive behavior / To cope effectively with the unfamiliar / To demonstrate a "spirit of equity" in accepting the contributions of others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the multiple roles a person fills and the need for compatibility among them.	1. Arrange learning trip to Reinecker's Bakery. Preparation - A. View filmstrip "Bake a Batch of Bread". Watch for qualifications for becoming a baker, things a baker does at work, things a baker does away from work, what a baker does for you and your community. After viewing ask students to respond to these question. Identify the things the baker does as elements of his life role. Are his life roles compatible?	Beginning Work Concepts - I "Bake a Batch of Bread", Scholastic, 1976. Communities and Social Needs, Laidlaw, 1968, pp. 52-63.	
	B. Observe pictures of Reinecker's. Identify machines seen in filmstrip which are similar. Identify possible safety hazards and precautions the class might take. Estimate space limitations and suggest grouping arrangements. Select adult or group leaders and set procedures for moving from one area to another.	Photos of bakery to be visited on tagboard chart prepared by ECE staff.	
	C. Identify work roles for workers observed. Identify family roles of Mr. and Mrs. Reinecker. Identify compatibility of those roles. What special arrangements have been made by Mr. and Mrs. Reinecker to care for their pre-school age children?		Have learners write a letter to the school principal describing the new roles they observed on the trip. Explain arrangements made by the owners to achieve compatibility among their roles.
	D. Explain the value of each of the workers contributions.		

OBJECTIVE: 8.3.4 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts
CONCEPT: Multiple Roles / Expectation
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To cope effectively with the unfamiliar / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe ways people fill both traditional and non-traditional roles. 8.3.4A The learners will infer cause and effect relationships in reading materials related to traditional and non-traditional roles.	1. "Eddie and the Doll" is a story about a boy who is ridiculed because he is seen by his friends with a non-traditional object. Have learners locate places in the story where Eddie shows that he is embarrassed to be seen with the doll. A. Find places in the story where Eddie is ridiculed by people for having the doll. How does Eddie behave in these situations? B. Name some things Eddie does with and for the doll that a father might do for a son or daughter. C. How could a boy's playing with dolls prepare him for adult roles? Allow time for learners responses. (Teacher, father, uncle, babysitter, children's doctor, etc.)	Panorama, Houghton-Mifflin, 1971, p. 211.	
	D. Show Photos of Men in the Nurturing Role. Have learners identify how Eddie might be prepared in the story to assume one of these roles.	Photos of Men in the Nurturing Role, Women's Action Alliance, 1975.	Assess learners responses during discussion of photos.

OBJECTIVE: 9.3.1 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts
CONCEPT: Individual Differences
PROCESS: To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify their personal interests, abilities, and values.	1. Read text and write exercise on page 163. List orally words to describe what learners like to taste, touch, smell, see, hear, and prize.	Our Language Today, "Paragraphs That Describe" American, 1967, p. 163. Butcher paper, crayons, and markers.	Trace lifesize models of learners on butcher paper. On the front, have learners draw or paste on pictures of things that tell about their interests and values.
	A. View filmstrips, "The Joy of Being You" to compare learners list with those in the filmstrip. Ask for additional ideas seen in filmstrip.	Kindle 1, "The Joy of Being You", Scholastic, 1970.	On the back of the figure, write one or more paragraphs describing their interests, abilities and values.
	B. Have learners fill in dittoed chart listing information about their interests, abilities, values. The chart might include: Things I Feel / Things I Don't Feel Things I Like / Things I Don't Like Things I Am / Things I Am Not Things I Can Do / Things I Can't Do	Ditto master of chart for recording descriptive words.	Teacher might take each model, describe the person from the pictures, and then have that person identify himself and read his paragraph aloud. Compare teacher's and student's descriptions.

OBJECTIVE: 9.3.2 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts

CONCEPT: Individual Differences / Expectation

PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will compare and contrast their own interests, abilities, and aptitudes with a worker of the opposite sex.	1. Rosina, the female character in the story, wants to go crab fishing with the men in her family. Have learners identify ways Rosina is like her father and the boys. Identify ways she is different. Evaluate the men's decision not to permit her to accompany them in terms of abilities, interests and aptitudes needed for the fishing trips. A. Compare and contrast learners' own interests and abilities with Rosina, the brothers, or their father.	The Dog Next Door, "No, No Rosina", Ginn, pp. 216-224.	Through discussion, identify and evaluate Rosina's, the father's and the brothers' qualification's for crab fishing. Learners can compare and contrast themselves with Rosina or one of the male characters in chart form. For example:

	ROSINA LIKES		I LIKE	
	NO	YES	NO	YES
THE WIND				
SMELL OF OCEANS				
HIGH WINDS				
COOKING				
THE RAIN				
FISHING				

OBJECTIVE: 10.3.1 LEVEL: 3 SUBJECT AREAS: Language Arts
CONCEPT: Multiple Causation
PROCESS: To assess personal interests, abilities, and values / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list work tasks they fulfill regularly and identify reasons why they fulfill them. 10.3.1A The learners will practice the expansion of a sentence pattern using learners' work tasks as subjects.	1. Using the noun-verb-noun pattern, have learners write sentences describing work tasks they fulfill regularly and expand them to tell their reasons for doing the tasks.	Our Language Today, "Making More Sentences Grow", American, 1967, p. 240.	Have learners write riddles describing tasks they perform and their reasons for doing them. Read the riddles orally and choose another learner to identify the task describing and the reason for doing it.

OBJECTIVE: 10.3.2 LEVEL: 3 SUBJECT AREAS: Art
CONCEPT: Decisions
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively / To engage in responsible, self-directive behavior / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will devise individual plans for solving problems.	1. After viewing filmstrip and listening to cassette, ask learners to identify the main idea of filmstrip: There are a variety of ways to solve a problem. Children in filmstrip did their own thinking to solve different problems.	Kindle 2, "Figuring Things Out", Scholastic, 1970.	
	A. Present each learner with a paper bag. Their problem to solve is that they must make the paper bag into something different that everyone can recognize. Each learner is to work individually and complete the task within a 45 minute time period.	Paper bags Crayons Cotton Glue Scissors Fabric scraps Construction paper scraps	Learners present their creation to the class and explain their work plan.

OBJECTIVE: 11.3.1 LEVEL: 3 SUBJECT AREAS: Social Studies

CONCEPT: Life Styles

PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To make wise choices and to live with the consequences of those choices / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify elements of a person's lifestyle and match them to a career that is compatible.	1. After viewing filmstrip, make a list of elements of the Ranger's lifestyle and personal characteristics - (his family, where he lives, his education, recreation, skills and training, likes, dislikes, etc.). A. Next to that make a list of duties, responsibilities, and qualifications for his position as Park Ranger. B. Compare the Ranger's personal interests and lifestyle with the duties and responsibilities of the job. Suggest reasons for the Ranger's choice of his job.	Beginning Concepts, Unit I, "Park Ranger", Scholastic.	Provide learners with descriptions of the preferred lifestyles of three people and duties and responsibilities of several careers such as steeplejack, chemicst, airline pilot, teacher, auto worker. Have students match the person to a career which would be compatible. Assess learners choices.
	2. View filmstrip, "Follow the Architect's Plan". Identify elements of Sandy Polsak's lifestyle and duties and qualifications for an architect's position. Compare the two. A. Evaluate Sandy's choice of career as architect.	Beginning Concepts, Unit 2, "Follow the Architect's Plan", Scholastic. Communities and Social Needs, Laidlaw, 1968, pp. 16-17.	

OBJECTIVE: 11.3.2 LEVEL: 3 SUBJECT AREAS: Language Arts
CONCEPT: Life Styles
PROCESS: To assess personal interests, abilities, and values / To make wise choices and to live with the consequences of those choices / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	Note: As a prerequisite for this activity, learners should have experience in self-assessment.	Our Language Today, "Working With Facts", American, pp. 179-192.	
The learners will describe a lifestyle which will meet their own interests and values and select a career which would be compatible with the stated interests and values.	1. Learners do a self-inventory listing interests and values. This might be titled, "Things I Like, Things That Are Important To Me, Things I Like To Do, Work I Do In My Spare Time, etc.". Compile a personal lifestyle profile. A. Next, have learners gather information on careers which would match their personal needs. The references suggested under "Materials" can be used for learner information.	Children's Dictionary of Occupations and Student Workbook, Counselor Films, 1974. Career Pictures, Xerox, 1974.	
11.3.2A The learners will write reports on lifestyles and careers based on facts gathered from one or more sources.	B. Select one of the careers researched and write a report on the career selected. The report should demonstrate compatibility between learners lifestyle profile and career. The filmstrips in the Beginning Work Concepts units could be used as models.	Beginning Work Concepts, Units 1 and 2, Scholastic, 1975.	Evaluate learner reports for compatibility between identified, preferred lifestyle and the selected career.

OBJECTIVE: 12.3.1 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts
CONCEPT: Decisions
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will be able to identify the steps in the decision-making process.	1. View "Choosing a Leader: Charlie the Great?". Follow suggestions in teacher's guide for "Stop Frame Discussion".	Citizenship Adventures of Lollipop Dragon, "Choosing a Leader: Charlie the Great?", Singer, 1976 Our Language Today, "Getting the Steps in Order", American, 1967, p. 36.	
	A. Review filmstrip to look for steps the children followed in deciding who should be President. Stop action at key frames and have learners identify the steps. Frame 4 = naming the problem Frame 5 = getting information Frames 21-29 = listing possible choices Frame 30 = getting more information Frame 39 = thinking what is important to you Frame 44 = thinking what is important to you Frame 47 = making a decision		Scramble the decision-making steps below and have learners write them in correct order. (NOTE: steps 2 and 3 may be reversed because alternatives may be available without gathering information). 1. Name the problem or choice to make. 2. Get information you need. 3. List possible choices. 4. Think what is important to you. 5. Make a decision.

OBJECTIVE: 12.3.2 LEVEL: 3 SUBJECT AREAS: Math / Language Arts, Science / Social Studies, Art

CONCEPT: Decisions

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To make wise choices / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will use the decision-making process to formulate a plan for accomplishing a group project that will meet the values, interests, and abilities of the individual's involved.	1. Class review steps for decision-making. Problem: Decide in a class project related to Arbor Day, the last Friday in April. Research Arbor Day for ideas if necessary. List alternatives and discuss pros and cons of each.	Working With Trees, Center for Vocational Education, 1975-76.	
	A. List class values regarding criteria for a school project, for example, something that will be permanent; something that can be enjoyed by more than one class; something the community can enjoy; something not too expensive. Gather information needed on alternatives, such as cost, availability of resources, student's abilities, etc.	Career Pictures, "Agribusiness and Natural Resources", and "Environmental Control", Xerox, 1974.	
	B. Choose a project. The class may choose, for example, to plant a tree on school grounds.	A flowering plum tree	Teacher will assess and evaluate the participation and contribution of individuals involved in group project.
	C. The decision-making process continues as the students formulate the plan for their study of trees and the project. After the plan is developed and the tasks are designated, the learners choose a task to complete for the project which matches their individual interests, abilities, and skills. Tasks which may be included are: Math - a time line for the project; 2) the cost of the tree and ways of obtaining the money; 3) estimating and measuring distances for tree growth; 4) Consumerism - selection of tree for best value. Language Arts - Research and preparing reports on trees and related topics; careers in environmental control; and agribusiness and natural resources career clusters. Science - planting needs, tree growth, uses, care, Soil needed, Social Studies - Draw maps of school grounds and surrounding community. Art - illustrate possible sites for tree location; illustrate uses of trees including products made from trees; paper mache models of tree selected;		

CONTINUED 12.3.2

LEVEL: 3

SUBJECT AREAS: Math / Language Arts
Science / Social Studies
Art

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	illustrate parts of tree; illustrate or build model of tree stump showing rings; construct model of school and grounds with new tree in selected site. D. The class would also be involved in planning the tree planting ceremonies and follow-up care. When setting schedules for follow-up care, the teacher should include in the discussion the importance of self-direction and responsibility for their own behavior.		

OBJECTIVE: 13.3.1 LEVEL: 3 SUBJECT AREAS: Language Arts
CONCEPT: Entry Requirements
PROCESS: To gather, organize, analyze, and present data / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the entry skills needed for particular occupations and describe alternative means of developing those skills. 13.3.1A The learners will write sentences expanding the noun-verb-noun sentence pattern using entry level skills as the subject.	1. Using the information recorded in My Career Workbook on duties and tools used by various workers, have learners write sentences identifying a skill the workers would need and what they would do to get them. Write one sentence with a noun-verb-noun pattern and a second sentence expanding that to include where or how the worker would acquire the skill.	My Career Workbook, Counselor Films, 1974. Children's Dictionary of Occupations, Counselor Films, 1974. Our Language Today, "Making More Sentences Grow", American, 1967, pp. 240-241.	Give learners a worksheet on which they are to match an occupation with the skill a worker needs. For example: Secretary - Typing Carpenter - Sawing Architect - Drawing Have learners then identify how these skills might be acquired.

OBJECTIVE: 13.3.2 LEVEL: 3 SUBJECT AREAS: Language Arts
CONCEPT: Entry Requirements
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list the skills and qualifications necessary to perform the duties and responsibilities of a particular occupation.	1. Using the Children's Dictionary of Occupations and My Career Workbook, choose two careers. For each career write two pairs of sentences for each. One sentence in each pair should contain a duty or responsibility of the career and one sentence telling the qualifications or skills necessary to do the job. For example: "Teacher" A. Teachers in our school work with children. B. A teacher should like children. C. Teachers show children how to read and do math. D. Teachers have to go to college.	Children's Dictionary of Occupations, Counselor Films, 1974. My Career Workbook, Counselor Films, 1974. Our Language Today, "Making Sentences Grow", American, pp. 13-14.	Have learners read orally one sentence describing a job responsibility. Choose another learner to identify the career and "guess" the sentence describing the skill or qualification required to perform the duty.
13.3.2A The learners will be able to write an advertisement for a job which includes a job description and the skills necessary for satisfactory performance.	After reading the story, "Shoeshine Boy" have students compose a classified ad for a shoe shiner which Teddy might have answered to get his job. Include duties, responsibilities, skills, and qualifications needed for satisfactory performance. Use local newspaper classified ads for models.	Skies and Wings, "Shoeshine Boy", Ginn, 1969, pp. 8-20. Local newspaper classified ad section	Learners choose something they could do to earn money. Write an ad for the position listing the duties and 3 sentences telling the skills they have which would enable them to do the job.

OBJECTIVE: 13.3.3 **LEVEL:** 3 **SUBJECT AREAS:** Social Studies

CONCEPT: Equity / Entry Requirements / Stereotype

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To make wise choices / To demonstrate a "spirit of equity" in accepting the contributions of others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify criteria that an employer concerned with hiring practices that are fair and just would consider when hiring a worker.	1. During preparation for this trip to the Post Office, learners should include searching for the interests, skills, and responsibilities of workers they will observe as one of their trip objectives. After the trip, these should be charted showing the position, skills needed, interests, and responsibilities. From the chart prepared, discuss qualifications which are important for each position.	Learning trip to U.S. Post Office, Main Branch.	Observe learners responses during class discussion.
	A. List several fair and unfair statements of criteria based on the chart for learners to evaluate for job postings. This could be done individually and then in group discussion. Unfair criteria might include: 1) This position is for a man because women can't lift heavy things. 2) The person should be tall and thin. 3) The person should be a member of a Christian Church. 4) The position is for a woman because it requires typing. 5) The position is for a man because it requires math skills. 6) The position is for a woman because it is secretary to the Postmaster.	Ditto listing equitable and inequitable statements of qualifications for positions. Communities and Social Needs, Laidlaw, 1968, pp. 58-59.	Have learners prepare role play situations involving employers interviewing applicants. Some learners should "plan" unfair statements. Class should then identify the situations in which the employer was fair and defend their position.
	B. Give learners job postings for postal workers and hypothetical applicants for the positions. Have them evaluate the criteria in the job postings for fairness and match the applicants to the positions.		

OBJECTIVE: 14.3.1 LEVEL: 3 SUBJECT AREAS: Language Arts
CONCEPT: Education
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list different ways of learning and will organize them into formal and informal learning categories.	1. Read "William's Wish". Have learners identify and list on board the new ways William learned to make wishes come true. Next to those, record the places or people from whom he learned them. Discussion should lead learners to conclude that all learning does not take place in school. A. Have learners name some things they know and all the ways they learned them. Have learners group these under the following categories: a) From Family Members b) From Neighbors c) From Church and Social Institutions d) From T.V. e) From School f) Other Learners should conclude that like William, they learn things in many different places. B. Tell students that school is called formal learning. Informal learning is the opposite. Ask for a student example of informal way of learning. C. Have students then designate the categories a) through f) as either formal or informal learning. D. Bring in or illustrate pictures of people learning. Assemble a bulletin board or collage organizing learning activities into formal and informal categories.	How It Is Nowadays, "William's Wish", Ginn, 1969, pp. 40-54.	1. Assess learners' listing of different ways of learning. 2. Assess learners' categorization of ways of learning into formal and informal learning.

OBJECTIVE: 14.3.2 **LEVEL:** 3 **SUBJECT AREAS:** Language Arts / Math
Social Studies
CONCEPT: Education
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will give examples of the progression of learning throughout life and examples of things they can learn at the various stages.	1. Ask learners to list things they learned when they were very small; before they came to school; when they came to school; this year in school; what they think they will learn in the future; or perhaps things an older brother or sister has learned; some things parents or another adult has learned. A. These lists can then lead to the preparation of a time line depicting a person's lifetime learning.	Our Language Today, "Getting Your Ideas In Order", American, 1967, p. 185.	
14.3.2A The learners will write reports which have effective and correct sequencing of lifetime learning events.	B. Learners can make a personal learning time line showing past, present, and future learning. From this they can write a learning autobiography, using the time line to keep their ideas in order.		Assess the reports written by students.

RATIONALE FOR SUGGESTED SIXTH GRADE PLANS

The objectives and activities for the elementary grades focus on acquiring awareness of self, others, and careers. The awareness of self and others emphasizes the analysis of what is human and the assessment of interests, abilities, and values of self and others. "Career" is defined as the roles people fill in their progress through life. Those included are the work, family, citizenship, avocational, cultural-aethetic, and religious roles. We believe these understandings and skills are prerequisites for learners to be able to make wise and fulfilling choices in their career development.

The suggested activities are the result of the cooperative efforts of the Equity Career Education Program teacher developers and the Equity Career Education Project staff. They are intended to serve as one model for interpreting and integrating equity career education concepts into daily learning experiences.

The teacher can use these plans with either the objective (the concept and/or process themes) or the subject area as the starting point and should in no way feel limited by the material presented. Ideas fitting an objective can be found by turning to the appropriate objective and checking the suggested activities. Activities appropriate to a subject area can be found by checking the subject area identifications on the upper right hand corner of each lesson sheet.

OBJECTIVE: 1.6.1 LEVEL: 6 SUBJECT AREAS: Language Arts, Social Studies

CONCEPT: Individual Differences / Multiple Causation

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will name several men and women with different work values and specify those values.	1. Have pupils read text. A. Discuss questions from guide. B. List reasons why anyone would live with dangers encountered in the deep. C. From National Geographic have students read excerpts from marine biologist Dr. Sylvia Earle's expedition to Truk Lagoon to study development of coral. Excerpts can be chosen ahead to reflect why she loves her work. D. Discuss with the class their parents' work and why they enjoy what they do. E. Construct a bulletin board of work values (self fullfillment, improving upon something etc.) Class could collect pictures of people engaged in all types of work.	Launchings & Landings, American Book, 1968, pp. 163-172. National Geographic pp. 578-612. Magazines and newspapers that may be cut to obtain pictures.	Pictures should reflect persons working to bring about social change as one work value. Pictures may also be of persons who do not get immediate concrete results of their work, such as counselors, social workers or the clergy. 1. Have the learners identify several men and women with different work values and specify those values. 2. Show the learners several pictures depicting different occupations. For each picture have the learners write a work value(s) associated with the occupation. Students will be able to list at least three work values held by people in various careers.
1.6.1A The learners will correctly match a work value associated with a specific occupation.	2. Throughout reading of text, discuss with class work values of careers portrayed. Each career will have a different value in relation to a social problem (anthropologist, historian, sociologist, economist). A. Have class research several persons in each field and determine what value is dominant in their career. B. Class will list some social problems confronting society today and rank them in order. Have each student then choose to role-play one of the occupations studied and how they could solve or work to a solution of one of the problems listed. C. Have students play game, "Create Your Own Environment", which would help to identify problems in city planning.	The Social Studies and Our World, Laidlaw, pp. 9-25. Simulation Game "Create Your Own Environment", Coca Cola Bottling Company.	

OBJECTIVE: 1.6.2 LEVEL: 6 SUBJECT AREAS: Language Arts
CONCEPT: Sex Role / Stereotype
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify roles typically expected of men, and those typically expected of women.	1. Describe several school personnel and define their roles. Describe other aspects of their lives and other roles they play.		Give class several descriptions of roles. Class will respond to questions: A person of which sex will fill the role? Why is a person of one sex a better choice than the other? Identify ways in which media and other sources stereotype sex roles.
	2. Show filmstrip about Tana Hoban and have class determine the number of roles Tana Hoban filled.	"Photographer", Scholastic	Ask class to describe roles that are expected of men and women. Have class write a paragraph identifying ways in which the media stereotypes roles.
	3. Solicit from students the roles each of their parents play. After they complete the list switch parents so each parent heads the list of roles described as belonging to the other. Record comments about switching roles. Have class hypothesize as to why people are expected to fill certain roles.	Todays Changing Roles: An Approach to Non-Sexist Teaching. NEA. pp. 9-26.	
1.6.2A Learners will demonstrate an understanding of the term stereotyping.	4. Search reading textbooks for ways girls and boys are portrayed and how this portrayal leads to men and women doing things expected by society. Explain the term, "stereotyping".	Launching and Landings. American Book.	
	5. Hand out copies of "It's My Choice, Isn't it?". Have students respond in appropriate columns. Ask why students did not check certain items. Responses might include: Peer pressure, "Mother or Father wouldn't like it", etc. Decide through discussion, if items left unchecked in the columns may ever come up. Ask, "What then?".	Todays Changing Roles: An Approach to Non-Sexist Teaching. NEA. pp. 32-33.	

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
1.6.2B Learners will identify methods used by the media to stereotype roles.	6. Find examples in newspapers or magazines where something left unchecked is being done by a boy or girl. Place these on a bulletin board. This could be on-going and pictures could be added as they are found.	Newspapers and Magazines	

OBJECTIVE: 1.6.3 LEVEL: 6 SUBJECT AREAS: Language Arts
CONCEPT: Individual Differences
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list special personal traits needed for success in certain occupations.	1. Have class view "Success Story" and fill out pre and post exercises appearing in the manual. 2. Invite a resource person from one of the communication media. A. Newspaper reporter could bring a copy of the newspaper and analyze it with the class. B. Be sure to have the reporter discuss responsibilities on the job. Discuss education needed and what is involved with being a reporter. C. After the guest has spoken, the class will be given time to ask questions. D. From information gathered, have class come up with a list of traits needed to be a good reporter. After the class has come up with a list have the guest check over the list. Add or delete as necessary.	Bread and Butterflies, Teacher's Guide, p. 66 Television Set Our Language Today. American Book Chapter 9 (Effective Communication).	Use procedures outlined in teacher's guide of "Bread and Butterflies" The students will list certain personal traits needed in order to succeed in an occupation after listening to a resource person discuss a career.

OBJECTIVE: 2.6.1 LEVEL: 6
CONCEPT: Non-Traditional Roles / Stereotype
PROCESS: To demonstrate critical thinking skills

SUBJECT AREAS: Social Studies
Language Arts

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe the changing roles of women and men in the labor force.	1. Have class read about several ancient civilizations. List the roles each family member had especially in terms of tasks performed.	The Social Studies and Our World, Laidlaw, pp. 40-74: 78-116.	
2.6.1A The learners will compare how roles have changed from former days to the present.	A. Draw comparisons of roles then with roles today. Determine how roles have changed.		
	B. Show filmstrip, "Cinderella is Dead". After viewing filmstrip have class add to reasons for changing roles.	"Cinderella is Dead", NEA.	Ask learners to describe the changing roles of men and women in the labor force and defend their response with specific examples.
2.6.1B The learners will predict how changes in roles may occur in the future.	C. Have class determine from research how roles in the future will change or expand.		Have learners write an essay on the topic, "The Roles of Men and Women in the year 2200".
2.6.1C The learners will find examples of role stereotyping.	2. Read story "On The Fence".	Galaxies, Houghton, Mifflin, pp. 373-387.	Make up several statements that reflect role stereotyping and statements that do not reflect stereotyping. Have the class identify the statements free of stereotyping and correct statements loaded with stereotyping.
	A. Point out in discussion stereotyped statements about women (girls). Use questions which relate from guide.		
	B. Describe ways in which jobs have changed. Can women do as well in jobs as men? Can men do as well in jobs that are traditionally done by women?	"People At Work", Instructo.	
	C. Construct a cardboard puppet stage. Allow class to choose what part they would like to do in construction.	Cardboard, sturdy enough to construct stage (refrigerator boxes or stove cartons work best).	
	D. Construct puppets (stick) using pictures from magazines to portray characters in the story.	Assorted tools to help in construction of stage.	
	E. Rewrite several lines in the play to reflect some statements that show thinking opposite of stereotyped statements.	Magazines, sticks for puppet construction.	
	F. Write invitations to other classrooms so they may view the play.		

OBJECTIVE: 2.6.2 LEVEL: 6
CONCEPT: Multiple Causation
PROCESS: To gather, organize, analyze, and present data

SUBJECT AREAS: Math
Social Studies
Language Arts

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learner will list advantages and disadvantages of mothers and fathers working outside the home.	1. Discuss terms: sample, poll, and survey. After discussing role changes undergone by people in society elicit from students the number of mothers who work outside the home and the number of fathers who work outside the home. A. List reasons for both parents working. Discuss advantages of one or both parents working and disadvantages.	Social Studies and Our World, Laidlaw, pp. 9-25.	Have learners list advantages and disadvantages of mothers and fathers working outside the homes.
2.6.2A The learners will understand information gathering steps.	B. From advantages and disadvantages have class come up with a questionnaire to poll their school district.	Permission to send polls out to persons involved in study.	
	C. Send out poll to homes of other students, being sure to keep track of the number of questionnaires.	Ditto masters to reproduce questionnaire.	
2.6.2B The learners will understand graph construction by completing one of the three types of graphs (bar, line, picture).	D. When questionnaires come back have class construct graphs. One graph to reflect number of mothers who work and number of fathers who work. Graph two could represent number of feelings about work parents could have. The third graph could represent feelings classmates have about mothers and fathers working outside of the home.	Graph paper for construction of graphs.	Assess the graphs developed.
	E. Class then would determine findings of poll and could make a general statement of their school's sample.		Assess the questionnaires developed and the way in which data received has been arranged for presentation.
2.6.2C The learners will present information in a clear concise presentation.	2. Invite resource person from Marketing Research of Cleveland to discuss questions asked on polls, how findings are used and what skills are involved in conducting polls. A. Ask the speaker to demonstrate with visual aids. B. Have members of the class furnish information from their polls and conclusions arrived at from their project.		
	C. Have class construct a chart showing advantages and disadvantages of mothers and fathers working outside the home.	Paper suitable enough for construction of a large chart. Magic Markers (permanent type) to record information for the chart.	Assess students presentation of the facts gathered in class project.

OBJECTIVE: 3.6.1 LEVEL: 6 SUBJECT AREAS: Language Arts
Social Studies
CONCEPT: Non-Traditional Roles / Stereotype
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data /
To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will differentiate between statements that evoke acceptance and nonacceptance of nontraditional work roles. 3.6.1A The learners will show an understanding of fact, opinion, and prejudice by displaying elements of each in a presentation to the class.	1. After discussing pages 193-196, the class should determine the difference between fact, opinion and prejudice. A. Teacher will list several value statements of workers in nontraditional roles. For example, "Men would make good nurses", "I would go to a woman doctor", "Female police officers can handle criminals", and "Men can keep house". B. Class should choose one of the topics and prepare a short oral presentation. C. Present talks to class and determine elements of fact, opinion and prejudice. D. Class should rate each talk as to the reasoning. Was it: 1. acceptable, 2. questionable or, 3. ridiculous. E. Have class list acceptable statements generated from material presented.	Our Language Today, American, pp. 193-200. Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA, pp. 12-13.	Prepare 15 statements on a ditto master reflecting the three types (fact, opinion, prejudice) of statements. The class will respond with F, O, or P. Include at least eight statements of fact. For instance: 1. Men would make good nurses. 2. Women would make good doctors. Correct responses to the fact questions would show acceptance.
	2. Pass out to class a copy of the gift list on page 14. Have the students fill out the list, of Today's Changing Roles. Defend each item, and discuss whether or not they feel an item is acceptable.	Todays Changing Roles: An Approach to Non-Sexist Teaching. NEA., p. 14. Reproductions of p. 14.	

OBJECTIVE: 3.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts
CONCEPT: Traditional Roles / Non-Traditional Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list men and women in new or unusual occupations which are one's s(he) would like to learn more about.	1. Using the pictures from the Instructo kit, have the class comment upon each picture. A. Students should choose one of the new and unusual occupations to research. B. After students do research play the game, "What's My Line". A panel would have to be chosen as the questioners. Guests will be chosen based on the research. C. Allow panel to ask 10 questions of the guest that could be answered by, yes or no.	People At Work, Instructo Our Language Today, American, pp. 245-268.	Guests should choose jobs that are non-traditional for certain sexes. Based on the research, the students will write their rationale for considering a particular non-traditional job that would suit them.

OBJECTIVE: 3.6.3 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies, Science
CONCEPT: Contributions
PROCESS: To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will generalize that each individual has unique contributions to make to society through their occupations.	1. Throughout science much ado is given to male scientists and their inventions or findings. List two men from science and discuss how their findings made contributions to society. Also list two female scientists who have made significant contributions such as, Marie Curie and Mary Leaky. A. Have class research the lives of the two female scientists and discuss what problems these women helped to solve.	Concepts in Science, Harcourt, Brace, Jovanovich pp. 54-55; 110-137. The Social Studies and Our World, Laidlaw, p. 11.	Discuss with class famous women and men who have made contributions to society. The class will identify the contributions and the impact on society.
3.6.3A The learners will construct prototypes of contributions made by persons in various occupations.	B. Construct examples of their findings. For example, the class could construct model of radium atom using such materials as styrofoam, clay and marbles. C. Students may wish to explore other fields to see how women's contributions have made a difference. The class could then construct a chart listing men and women in various fields. Strive for a balance of both sexes.	Construction materials for atoms, styrofoam, clay, and marbles.	Assess models of atoms as to accuracy.
	2. View WVIZ program, Bread and Butterflies, "Our Own Two Hands". A. After viewing program, discuss with class the value of human dignity. Lead a discussion of p. 108. B. Do short term activity "Ins and Outs", on p. 109.	Television set. Bread and Butterflies Guide. pp. 106-111.	List ways that the family in the program had a significant contribution to make to society. Prepare list of circumstances wherein examples of respect are given and some examples wherein disrespect is shown. Class will be able to discern differences between worthwhile contributions and degrading circumstances.

OBJECTIVE: 4.6.1 LEVEL: 6 SUBJECT AREAS: Social Studies
Language Arts
CONCEPT: Career Choices
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will see oneself as having a variety of career options in life not limited by sex biases. 4.6.1A The learners will identify the term barrier in relation to occupations.	1. View television program, "Choosing Changes".	Bread and Butterflies Guide, pp. 118-127. Television set.	
	A. After viewing, discuss with class some of the barriers Barbara had to face or overcome to achieve her desire to become an engineer.		
	B. Have class members decide on some occupation they would really like to try and list some of the barriers they would have to overcome.		Give the class several statements about occupations, such as, "Girls cannot be mechanics" or "Boys should not be hairdressers". The class will agree to the statements and give supportive facts or disagree and give supportive facts.
	C. Show pictures of People At Work and list some barriers that certain jobs have for certain sexes, as the female doctor and male nurse.	People At Work, Instructo.	
	D. Chart barriers and review how Barbara broke down the barriers to achieve what she wanted.		
	E. List other jobs that may be related to the one already chosen and construct a personal folder where records of research can be kept.		
	2. Have class interview parents, then grandparents and list some reasons why career choices today are expanded for students. Some possible reasons may include: 1.) Better education 2.) Where they lived in relation to what was available then and now. 3.) Family occupations 4.) Changing technology.	Social Studies and Our World, Laidlaw, pp. 288-310.	The class will list a variety of occupations available to them and list reasons why they are available.
	A. Invite a resource person in from an economic and environmental background similar to the school population who was successful in a non-traditional occupation. Allow person to talk about their chosen career. Class may have time to interview the guest.		
	B. Scan newspapers to find other people working in non-traditional occupations and put together a bulletin board that shows the contrast between past and present job choices.	Newspapers to be cut up for bulletin board.	

OBJECTIVE: 4.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies
CONCEPT: Equity
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will recognize the contribution of legislation regarding equal rights and the impact on society especially regarding the female.	1. After discussing the struggle for womens equality, expecially the right to vote, have class divide into groups and research how movements work to create laws that make choosing areas more equal. Groups should explore: 1. 14th Amendment 2. Equal Rights Amendment 3. Civil Rights Act of 1964 4. Emergence of organized labor unions 5. Title IX All of the above documents serve to make persons equal under the law. A. One group could explore how the Federal government is helping persons take advantage of opportunities by granting loans to students to pursue post secondary education.	Social Studies and Our World, Laidlaw, pp. 332-335. Copy of the: 1. Constitution 2. Title IX law discussing discrimination 3. Civil Rights Act of 1964.	Have the class list the various laws concerning women and equal rights and rank the laws from the most significant to the least significant. Do evaluation in two parts: 1. Rank laws in significant order for womens rights. 2. Rank laws in order for expanded occupational outlook.
4.6.2A The learners will identify several legislative moves and the implications regarding expanded occupational outlook for women.	B. Class should compile list of implications to each individual as a result of legislation. Make students realize competence in a field is desperately needed because as options are expanded so will competition be greater for positions.		

OBJECTIVE: 5.6.1 **LEVEL:** 6
CONCEPT: Equity
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

SUBJECT AREAS: Language Arts
Social Studies
Math

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify evidence of bias in pay in examples of inequitability.	1. Read tables and construct graphs. A. Duplicate for class pages 84-85 from NEA publication. 1.) Contrast and compare wages of males and females in various fields. 2.) What conclusions can be drawn about equity in pay.	Todays Changing Roles: An Approach to Non-sexist Teaching, NEA, pp. 84-88.	Give the class several examples that reflect inequities in pay for people doing the same work and some examples which reflect equitable situations. The students should respond negatively to the examples that show inequities.
5.6.1A The learners will construct a graph which clearly communicates the wage structure.	B. Read directions for constructing graphs from Investigating School Mathematics. Utilize data on pages 86-88 of NEA publication to have class make up various types of graphs (bar, line, picture). C. From information used throughout lesson have class list occupations which reflect most inequities.	Investigating School Mathematics, Addison Wesley, p. 114 (Bar) p. 175 (Picture) p. 241 (Line) p. 321 (Circle)	Assess students graphs for accuracy and neatness in presentation.
	2. List with the class various jobs around the school building. Have class determine pay for each position based on criteria. Have class develop criteria for each job. For example, experience; education; responsibility, etc. Students could interview each person or position to compare what they thought with what is actually required.	Social Studies and Our World, Laidlaw.	
5.6.1B The students will use proper interview techniques.			Check students' questions to be used during interviews and students plan for setting up the interview.

OBJECTIVE: 5.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts / Math
Social Studies / Science
CONCEPT: Equity / Contributions
PROCESS: To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will realize importance of contributions of both men and women and surmise that rewards should be the same and that sex does not determine importance of achievements in careers.	1. Read excerpt about Marion Anderson. Explore life of Roland Hayes. Both achieved rewards for achieving so well in opera. Discuss with class reason for rewards. Class should see that since both were quite competent, both deserved all they received through their singing because they possessed certain skills.	Launchings and Landings, American, pp. 394 & 395.	
	2. Prepare short readings about one famous woman and one man from social studies. Read to class preparations leaving out names and pronouns such as her, his, etc. Have class decide which reading contributed the most to society. Ask who deserves more in the way of rewards. If care is taken to choose two people who made equal contributions the class should determine that both deserve the same. Then reread to class the same readings supplying the names.	Social Studies and Our World, Laidlaw.	Prepare several cases that reflect same jobs but different responsibilities, some cases that request the same job with same pay, and some jobs which are the same but does not have equal pay or rewards. Have class respond to each case with answers: F or U (fair or unfair). Caution class to read closely so they may spot differences. Results should reflect the attitude "equal work - equal pay", regardless of sex.
5.6.2A The learners will experience an inequity in rewards for the same task and record feelings.	3. Prepare a short quiz of ten points in any subject area. After students have taken the quiz correct all of the boys papers and hand them back as soon as possible. Explain to the girls that their tests will not be handed back for a while because it is not so important for them to have them back so soon. (Conditions may be reversed.) Deal with reactions.	Copies of a short quiz in enough supply for members in the class.	Girls should be quite upset not so much that they are girls but students in the class. They did the same work as the boys but will not receive their rewards (test results) as equally as the boys.

OBJECTIVE: 6.6.1 LEVEL: 6 SUBJECT AREAS: Language Arts
CONCEPT: Multiple Roles
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will demonstrate acceptance of females and males in both active and passive activities.	1. After reading about persons in the stories engaged in the various activities, (skiing, running, swimming and ice-skating) have the class list skills that had to be developed by each person to find success in each area. Stress the fact that sexes need not compete against each other but each person had to go through training to reach individual levels of superiority. Relate discussion to Olympic athletes such as Peggy Flemming, Dorothy Hamil, and Madeline Manning, Olympic gold medal winners.	Launchings and Landings, American, pp. 282-293. Galaxies, Houghton, Mifflin, pp. 35-49. Newstime Magazine, Scholastic, "The Other Side of the Mountain".	
6.6.1A Students will understand that assuming active roles is a part of each persons' life and that the degree of development of skills to partake in active roles is an indication of the degree of success possible.	Show pictures of "Men in the Nuturing Roles" and have class respond with times they have spent with their fathers.	"Men in the Nurturing Role", Women's Action Alliance.	
	Lead class in a discussion about the importance of persons having active roles and relaxing roles. Find examples of men in active roles and women in passive roles. Construct a bulletin board that would compare activities using examples.		Hold up examples of realia that connotate active and passive activities, such as a hammer, golf club, book, diaper, etc. Class should respond to each item that a male or female could use these while partaking in the activities.

OBJECTIVE: 6.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts

CONCEPT: Sex Role / Stereotype

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify stereotyped statements about men and women and isolate those which are not true.	1. Reread section in Our Language Today that covers fact, opinion and prejudice. A. Discuss propaganda techniques with class, such as, name calling, bandwagon testimonial and flag waving that are used to sway thinking toward a product. Bring in stereotyping as another method to challenge critical thinking. Use activity in NEA publication on page 38.	Our Language Today, American, pp. 194-195. Todays Changing Roles: An Approach to Non-Sexist Teaching, NEA, pp. 34-37.	Prepare several stereotyped statements and several statements that are free of stereotyping. The class should be able to discern the untrue statements. The class may correct the stereotyped statements by removing elements of stereotyping.
	B. Stress use of various types of magazines. What do advertisements portray about men and women? Have class redo advertisements by switching the sex of the person in the advertisement to see if it drastically changes the message of the ad in selling the product or service.	A variety of magazines that can be cut up and discarded.	

OBJECTIVE: 7.6.1 LEVEL: 6 SUBJECT AREAS: Language Arts / Science
Social Studies / Math
CONCEPT: Individual Differences
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will infer from examples specific definitions for the terms: aptitude, interest and values.	1. One step in determining a topic for the research report would be to determine what aptitudes, interest and values are. Through responses from students class will come up with partial definitions of each term. Teacher can list several skills students are expected to master in math, music or physical development. A. Have class name other skills they have other than what was presented for aptitude development. B. To develop interests ask questions: With free time given what would you do? If you could study any subject you wanted what would you study? C. Values can be developed around what is right or wrong according to the individuals point of view. Interests indicate preferences, values serve as standards to judge what is right or wrong. D. After development of definitions of terms give class some examples to be read and have class respond with the correct term described.	Our Language Today, American, pp. 245-250. Dimensions, "Family Values", Scholastic. Teachers guide	Given several statements using hypothetical students, have the class respond correctly to what is described in terms of aptitude, interest, values. For instance: 1. Mary likes to work with models. 2. John can grow anything, he has a green thumb. 3. Mary would not take the test paper on the day before the test.
7.6.1A Through construction of folders about each students aptitudes, interests and values, the class will see that each individual has different personality traits.	E. Have each student make a folder wherein they will chart their own aptitudes, interests and values.		

OBJECTIVE: 7.6.2 LEVEL: 6 SUBJECT AREAS: Language Arts
Social Studies

CONCEPT: Interdependence

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify how workers depend upon one another.	1. After reading the story, "Trial and Error", the students will list a number of roles played by members of the legal system portrayed in the story and briefly state job descriptions. Analyze the interrelationships among roles. A. Infer: people are interdependent in their career roles. Class can hypothesize the effects upon the legal system by answering the question "What if there weren't any __________? (judge, bailiff, etc.).	Launchings and Laundings, American, pp. 314-324.	Present to class several workers from the community. Have the class write a short paragraph explaining how each worker depends upon the other.
7.6.2A The learners will play the role of workers in a work situation.	B. Allow members of the class to role play workers from the story and act out a hypothetical case given by the teacher. Allow girls to assume the higher court room officials.		
	2. As a result of the tour to Goodyear Tire and Rubber Company have the class review the various occupations involved in tire production. A. Class should do research to find out how many persons must be involved with the tire before it reaches the consumer. B. Class could role play each person discussed. Have students choose roles based on their interest to what is being done. Stress importance of each student choosing something in which they have an interest. Create hypothetical situation wherein one person in the process is left out. What implications would result? Class should see that all members of a production unit are necessary in order to complete the task.	"Firestone: Tire Making", Firestone Rubber Company.	Follow the same evaluation procedure as with the previous activity.

OBJECTIVE: 7.6.3 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies
Math
CONCEPT: Interdependence
PROCESS: To use the decision-making process effectively / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will acknowledge when in a group situation that their task must be completed before final results can occur.	1. Discuss with class free enterprise system that forms the basics of America's economy. Be sure to stress dependency of consumers, manufacturers and availability of raw materials.	Social Studies and Our World, Laidlaw, pp. 312-318	
	Class should see that without raw materials goods cannot be produced, and without goods consumers cannot buy goods.		
	Have class divide into groups. Each group should choose some project they wish to manufacture using NIE publication, "Making Toys from Wood". After each group chooses the project, specific tasks should be chosen: a person to procure raw materials, a person in charge of cutting shapes, one in charge of sanding, assemblers, and finishers.	Making Toys from Wood, NIE. Mobile wood workshop and supplies.	
	Allow class time to build projects. While class works, arbitrarily pull one of the workers away from their responsibility. Have class discuss consequences they faced when one of the workers was not present.		Create a group project wherein all persons have a specific task within the group. Have students describe how they each must complete their job before the final project may be completed.
	Predict what implications project would have in real world.		

OBJECTIVE: 8.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies
CONCEPT: Multiple Roles
PROCESS: To demonstrate critical thinking skills / To engage in responsible, self-directive behavior / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe family patterns in which men and women have equal roles in work outside of the home and home management.	1. After reading from text about family structures in the world since 1850, show filmstrips, "Pictures from the Twenties" and "Photographer". After viewing the filmstrips write on the board the family pattern of Tana Hoban. For instance: no children at home, both husband and wife work, job has no set hours, and travel is an important aspect of occupation. Have the class decide what responsibilities each person has. The list should include: a. keeping home in order b. paying bills etc. c. being able to do adequate jobs while working d. dedication to clients	Social Studies and Our World, Laidlaw, pp. 291-311. Lifestyles "Pictures from the Twenties", Nystrom. Beginning Work Concepts, "Photographer", Scholastic.	
8.6.1A The learners will understand that certain aspects of occupations, such as time, location and nature of work may cause members of families to give up usual responsibilities and take on new roles not usually assumed by that person.	Class should compare lives of Hobans' against family patterns from text and "Twenties" and will conclude that occupational preference may require family members to assume various roles because the job demands that each person assumes varying responsibilities.		Give the class an example of a different family pattern than the one discussed. For instance: Family: A girl 16 years old, a boy 9 years old, father works 5 P.M. until 1 A.M. and mother works 9 A.M. to 5 P.M. What roles would each family member assume in order to have an orderly home life?

OBJECTIVE: 8.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies, Language Arts

CONCEPT: Sex Role

PROCESS: To gather, organize, analyze, and present data / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe how differing work and family patterns may require different kinds and amounts of energy, participation, motivation, and talent.	1. Define for class work and family patterns. Have class read page 294 and determine family patterns of rural versus urban families. Have the student make a chart of each family and list under each member tasks and responsibilities. Class may wish to use reading texts for clues as to various responsibilities. Stress that class use all family members. Class can contrast and compare work and family patterns read in the text with how patterns have changed or stayed the same.	Social Studies and Our World, Laidlaw, pp. 291-311. Galaxies, Houghton, Mifflin. Launchings and Landings, American	
8.6.2A The learners will be able to draw a conclusion to a problem based on given information.	Students should conclude that as work patterns change so will family patterns in relation to amount of role changes and responsibilities of family members.		Have students plot their own family pattern and work pattern of parents. Each student will be able to list responsibilities each family member has to the whole family. Select a few patterns and read them orally to the class but change an element in one of the patterns, such as mother's work hours. Class will be able to show how a change in a pattern affects each members participation, motivation, and energy.
	2. Have class view program "Our Own Two Hands". After viewing the program have class plot family patterns and work patterns of each individual family member. Have class decide amounts of energy, participation, motivation and talent needed by members. What affects do talents have on participation by various family members? How does one acquire certain talents?	Bread and Butterflies, "Our Own Two Hands". Teachers guide p. 106. Television set.	Follow evaluation procedures outlined in the teacher's guide to Bread and Butterflies.

OBJECTIVE: 9.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts
Social Studies

CONCEPT: Individual Differences

PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe ways in which s(he) sees self as similar to or different from workers in non-traditional occupations.	1. In helping students assess their personality traits and skills, proper role models should be shown.		
	Show the filmstrip "What" and have the class note how Barbara is working as a commercial pilot. In her discussion of feelings and duties have the class note these.	Explore, "What", Scholastic.	
9.6.1A The learners will compare and contrast their skills and abilities with various role models in non-traditional occupations.	Have the students compare and contrast their feelings in relation to Barbara's as a pilot, and homemaker.		
	Discuss with class risk factors involved with choosing a non-traditional occupation.		
	Complete short term activity on page 123 of teachers guide for Bread and Butterflies. This inventory gives the dimension of values to jobs.	Bread and Butterflies, Teachers guide, p. 123.	After class has assessed each of their individual, skills and abilities show them several pictures of people working at non-traditional careers. In a personal folder the class can list occupations they percieve themselves succeeding in based on their inventories.

OBJECTIVE: 9.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts / Science Social Studies
CONCEPT: Individual Differences
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively

LEARNING INTENT

The learners will realize that they have unique interests through comparisons of their self studies with other classmates.

9.6.2A
The learners will give positive reactions to the presentation using visual aids.

9.6.2B
The learners will react positively to unique interests or hobbies.

9.6.2C
The learners will rate their interest levels.

LEARNING ACTIVITY

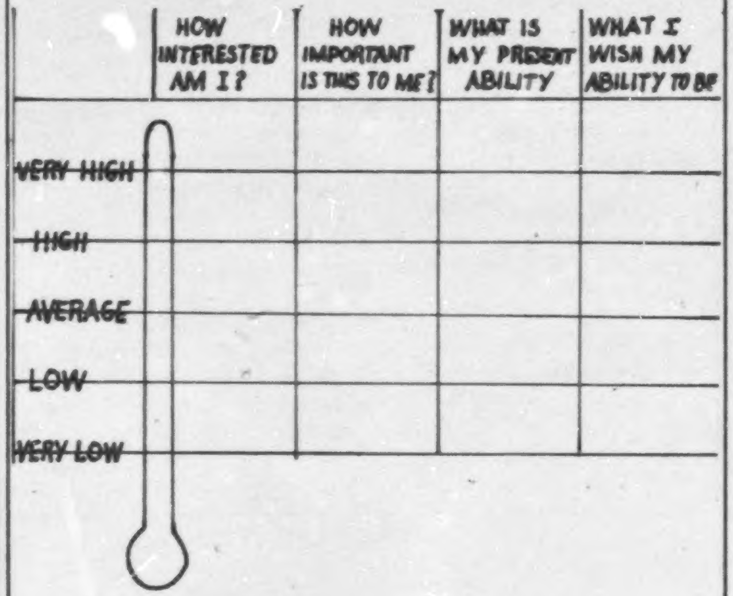
1. Class could have a hobby day wherein each student would prepare a short oral presentation on their hobby or interest outside of school. Encourage the class to bring visual aids and perhaps plan demonstrations on their topics.

   While each student is giving a presentation, the remainder of the class should make note of the many hobbies and interests.

   Discuss significance of varying hobbies. Hypothesize implications if all persons in the class had the same hobbies.

   Write a paragraph on the implications of everyone having the same interests.

2.



	HOW INTERESTED AM I?	HOW IMPORTANT IS THIS TO ME?	WHAT IS MY PRESENT ABILITY	WHAT I WISH MY ABILITY TO BE
VERY HIGH				
HIGH				
AVERAGE				
LOW				
VERY LOW				

MATERIALS

Our Language Today, American, pp. 134-136; 305-307.

Enough copies of temperature chart for entire class.

Paper suitable for making posters.

EVALUATION

The class, after hearing oral presentations will respond in a written paragraph why oral presentation with aids are better and how the aids help in getting information across.

After viewing each others inventories have the students list ways they are alike and ways they are different.

After an appropriate time period charts could be checked individually to see if there is any change.

CONTINUED 9.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts / Science
Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	3. The class, with teacher help, will form interest groups. For example: a. Work roles in home and community. b. Pets, wildlife, nature study. Each group then would construct a poster listing abilities that people in each group should have. These posters can be displayed around the room.		
9.6.2D Students will develop a plan of action to learn a new skill.	Students should use their temperature charts to rate their present ability level and desired level. With teacher help, students could make up a plan of action to change their ratings. Plans may include: a. Learning a new skill from people within the community. b. Participating in activities involving family and home. Teacher should stress the importance of contracts as an agreement.		Assess each students plan of action as to practicality and appropriateness.

OBJECTIVE: 9.6.3 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies
CONCEPT: Decisions
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will choose one task for which they are qualified and interested.	1. After discussing from text the differences in various forms of government, attempt to illustrate the point by assigning group projects. Allow each person in the group to list things they are interested in doing and things they are not interested in doing.	Social Studies and Our World, Laidlaw, pp. 332-344.	Assess finished product as to completeness and care in completion.
9.6.3A The learners will record frustrations of workers assigned to tasks for which they have no interest.	Deliberately assign pupils tasks in which they have no interest. Periodically, check the attitudes displayed by the students. What feelings did they have? Hypothesize feelings people have that must live in society or conditions that operate in this manner. Discuss with class the affects on people that improper placement on a job create.		The students will record their feelings experienced while working on a task they were not interested in.

OBJECTIVE: 10.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies / Math Language Arts
CONCEPT: Due Process / Affirmative Action
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To use decision-making process effectively / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will state possible ways of overcoming the barriers to selection of non-traditional work roles.	1. Class will view program "Choosing Changes".	Bread and Butterflies, "Choosing Changes". Teachers guide, p. 118. Television set	
10.6.1A The learners will understand the term barriers and that legislation is one way of overcoming barriers.	A. Before viewing explain the term barriers and the implications barriers had for Barbara. Class should make a list of barriers. B. After viewing class will discuss things they considered as barriers to Barbara.		
10.6.1B The learners will understand the term non-traditional occupation by listing men and women in non-traditional occupations.	2. Read social studies text about womens' right to vote. Class can see barriers that held women back. Discuss ways that women overcame barriers. A. Have class develop a time line "You've come a long way baby". Place on the time line significant dates and pictures of women who have contributed to breaking down barriers and succeeded in non-traditional occupations. B. Discuss non-traditional occupations for men, such as nursing and clerking. List some of the possible barriers to be overcome by males.	Social Studies and Our World, Laidlaw, pp. 332-344. "Careers in...", Xerox Publication.	Present class with a hypothetical situation wherein a person will choose a non-traditional occupation. Have the class list the barriers and at least two ways of overcoming those barriers. Name several positions or occupations and tell the class to fill each with a non-traditional person. The class should respond with placing persons of one sex not usually found in the positions or occupations.
	3. Construct graph depicting non-traditional occupations found within the community. Present data on a large room size graph for display. See if class can conclude what barriers may have been overcome by the workers in the community. If there seems to be a trend, these may be depicted on a graph.		Assess students graphs for neatness and accuracy.

CONTINUED 10.6.1 LEVEL: 6 SUBJECT AREAS: Social Studies / Math
Language Arts

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
10.6.1C The students will gain firsthand information of legislative procedure.	4. Arrange a field trip. A. Contact State Senator from district. B. Contact State Representative from district. C. Arrange to see state legislature in action. Have representative and senator meet with class and explain beforehand procedures for passing a bill through the house and senate. After the explanation have class sit through sessions of each legislative body.		Have the class construct a chart showing what steps a bill must go through to become law.
10.6.1D The student will list barriers overcome by persons in non-traditional roles in legislature.	D. Meet woman senator and ask what problems were encountered on her rise to a demanding position. E. Determine number of jobs available during session and realize that as each job has added responsibilities, people experience more barriers.		Have class list at least five important jobs in the legislature and list some barriers that would have to be overcome by persons pursuing those positions.

OBJECTIVE: 11.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies, Language Arts

CONCEPT: Life Styles

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To use the decision-making process effectively

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will explain those life styles which are different from their own.	1. Throughout discussion of text material, point out circumstances that changed the way people lived, such as depression, loss of skills, and increased education. A. Compare life styles of people in United States with life styles of communistic countries discussed in text.	Social Studies and Our World, Laidlaw, pp. 291-311.	
11.6.1A The learners will choose their preferred life styles.	B. Have class determine their own life styles with the way they want their life styles to be in the future.		Teacher will give examples of life styles and the class will respond with an occupation that fits the life style. Be sure to include life styles that may not be a preferred choice by society.
11.6.1B The learners will predict changes their life style choice may undergo.	C. Have class list ways their life styles can change in the future. Predict what changes could occur in the future that would have a direct effect on life style.		
	2. In Akron, Ohio there is a mansion owned by John Seiberling, tire magnate of the thirties and forties. The mansion is open to the public and holds many artifacts used by the Seiberling family for generations. The home is still owned by the family but they do not actively live there. A. Take the class on the tour of the mansion with guides. B. Point out to the class the number of occupations needed to keep up the mansion: maid, butler, cook, gardner, etc. when the family was living there. What occupations are available at the mansion as it has become a historical landmark? Good time to point out volunteer jobs are plentiful here. C. Determine life style led by the Seiberling family. How can the life style be seen today as the mansion and grounds are tourists attractions? Have class determine practicality of life style today. Rising costs of gas, electricity, etc. is higher today than formerly. What changes would students have to make if they wished to pursue a life style similar to the Seiberlings?		Have the class write a paragraph comparing the life style of the Seiberling family with their own life style.

OBJECTIVE: 11.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Science
Language Arts
CONCEPT: Life Styles
PROCESS: To assess personal interests, abilities, and values / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify life style needs and occupations which are in conflict with the preferred occupations.	1. Discuss with class life style and its meaning. A. Compare the life styles of workers, such as forest ranger, doctor and teacher.	Launchings and Landings, "Miracle that Blew In The Window", p. 84, "Blast Off" p. 325, "Garrett A. Morgan", p. 395, American	
11.6.2A The learners will identify occupations related to their personal abilities and values.	B. Have class determine what life style needs are important to them and list them in order of preference. After some research have the class name three occupations that may interest them as an adult.	Shadow of A Bull, by Maria Wojciechowska (school library)	
11.6.2B The learners will examine ways to resolve differences between ideal life style and occupation.	C. Have class answer: 1. In what way would your life style be affected if you chose any one of the three? 2. How do the work-related life styles compare with individual ideal life style needs? 3. How could you resolve the differences between work life styles and your ideal life style? D. Discuss with class external and internal factors that may influence a person's choice in maintaining a desirable personal life style.		Relate to class a situation wherein a life style is listed. Randomly choose three jobs for that life style. The class should be able to respond to each job in relation to appropriatness to the life style. Have a paragraph written for each occupation telling whether or not the occupation is suitable.

OBJECTIVE: 12.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Math
CONCEPT: Career Choices
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively

LEARNING INTENT

The learners will select factors which show an awareness of personal needs and values, and their relationship to career choice.

12.6.1A
The students will gather information and compile results on graphs.

12.6.1B
The students will show proper interview techniques.

LEARNING ACTIVITY

1. Have class interview at least three adults from the community and record their reasons for working. Using the items obtained through interviews have class prepare a questionnaire listing various reasons why people work.

Sample:

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
A CHANCE TO ACCOMPLISH SOMETHING			
HAVING SOMETHING TO DO WITH MY TIME			

After questionnaire is developed have it filled out by members of the adult community. Be sure each class member fills out a questionnaire also.

Compile information when questionnaires return and make a graph that shows highest to lowest responses. Graph classes' responses from highest to lowest. Compare how the class feels compared to adult community.

Class should see that people work for various reasons and even though students responses don't agree this is alright because persons differ in what they value and need.

Students should see that needs are met through a variety of occupations and selection of an occupation should consider individual needs and values.

MATERIALS

Ditto Master to reproduce questionnaire developed by class.

Graph paper to construct graphs.

Investigating School Mathematics, Addison Wesley, pp. 114, 175, 211, 321.

EVALUATION

Students should decide individually what they value and need most. Have each member choose some occupation based on their self studies. Chosen occupations should relate to values and needs for each student.

OBJECTIVE: 12.6.2　　**LEVEL:** 6　　**SUBJECT AREAS:** Math, Language Arts

CONCEPT: Decisions

PROCESS: To gather, organize, analyze, and present data / To use the decision-making process effectively

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The Learners will identify and order the decision making steps to be used in making a decision.	1. After discussion of goal-insight learning, have class decide on something they would wish to do (goal) and list the ways to accomplish the goal (insight). Review with class the steps in decision making: A. Identify problem B. List choices to problem solution C. Gather information relating to pros and cons of alternatives keeping what they need in mind. D. Make decision Stress to class to follow this procedure when making decisions.	Concepts In Science, "The Way We Learn", Harcourt, Brace, Jovanovich, pp. 3-45.	Give students a problem and have them write what they would do to arrive at a solution. Pay special attention that procedures listed follow the steps of decision making in the proper sequence.
12.6.2A The learners will develop a plan of action to correct a problem.	After class members decide on problem have each person develop a personal plan and follow it in order to reach their goal.		
	2. View filmstrip and have class project themselves into Stanley's position. Class could need to make several decisions: A. How to obtain money to purchase the bicycle B. What factors should students be concerned about when choosing a bicycle? C. If time payments are to be used figure the interest type payment and amounts needed. D. Introduce class to Consumer's Bulletin or Report as a reference in helping gather information. E. Have class do comparative shopping by cutting out ads in the newspapers advertising bicycles. Check for prices and features.	Dimensions, "Consumerism", Scholastic. Investigating School Mathematics, Addison Wesley, pp. 312-322. Various Issues of Consumers Report. Newspapers that can be cut up.	
12.6.2B The students will come to a decision.	Based on information gathered and keeping in mind individual needs and values, students should record where they would purchase the bike, what type and why they chose to purchase where they did.		After students select bicycle they wish to purchase go over decisions as a class. Have persons go through the procedure they followed and have class evaluate whether procedures were sound decision making skills.

OBJECTIVE: 13.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Language Arts
CONCEPT: Education
PROCESS: To gather, organize, analyze, and present data / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify academic courses whose completion will aid in the achievement of that goal.	1. After class has chosen topic for investigation explore with the class community resources as a valuable reference to finding out about their topic. A. Using the handout, discuss procedures listed on the sheet. Include other questions one might ask to obtain information about a career.	Our Language Today, "Chapter IX", American "Writing A Report", see Appendix, p.	
13.6.1A The learners will recognize that some occupational goals will require the same or similar academic preparation.	B. Construct a bulletin board with major occupational headings. As each students finds out from an interview what courses are needed have the class list under each heading academic preparation needed for each occupation.		
	C. Randomly select several occupations for discussion. Rationalize why certain academic preparation is needed for certain careers. Point out to class that some preparation may be similar and that some courses may appear throughout several occupations.		Pass out papers which list occupations down one side of the paper. In a second column list in scrambled order blocks of academic courses. Students will have to match occupation with academic courses. Some blocks may be the same. Be sure to choose occupations which show some differences.

OBJECTIVE: 13.6.2 LEVEL: 6 SUBJECT AREAS: Language Arts
CONCEPT: Entry Requirements
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe how their success in academic and non-academic skills can affect their future work roles.	1. After students select and read a book for book review, have them: A. Design a poster to sell their book (product). B. Use propaganda techniques discussed in class. Be sure to stress the fact that bias and stereotyping are propaganda techniques and that the class should guard against this. C. Use posters as a book review and display them around the class. Point out some of the propaganda techniques used effectively. D. Encourage reading some of the books whose advertisements help to make books interesting. E. Discuss with class how advertising incorporates effective communication skills.	Library books of suitable reading level. Poster board, magic markers, crayons, paint etc. Our Language Today, American, pp. 183-198. Galaxies, Houghton, Mifflin, p. 460.	Record book reports for a period of time after completion of posters to see how many students may have been influenced by advertisements. Check whether posters contained any stereotyped statements: for instance "Only for boys... Only for girls...etc.
	2. Take class on a field trip to an advertising agency. Have class prepare a list of questions they would like answered while on site. Utilize trip to and from agency to point out other occupations and careers seen. Class could list those that interested them. While on site class should be cognizant of communication skills being utilized by workers. Notice the number of men and women and types of jobs held by each. Notice various types of tools and media used to prepare an advertisement. When back at the classroom have class list skills they possess that would help them in advertising and list skills they do not possess that they would like to develop.		Class will list skills observed into two categories: Skills learned in school, Skills learned outside of school.

OBJECTIVE: 14.6.1 **LEVEL:** 6 **SUBJECT AREAS:** Science, Language Arts
CONCEPT: Education
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify how skills learned in school make leisure time enjoyable.	1. Have class discuss terms: habit, reflexes and instinct. Develop with class differences between reflex, instincts and habits. Give examples.		
	Have class choose a skill learned in school and set up a plan whereby they could develop the chosen skill further. Some examples are given in the book: shooting baskets, swinging a bat, roller skating, etc.	Concepts In Science, Harcourt, Brace, Jovanovich, pp. 3-44.	Have members of the class record progress made on acquiring their new skill. For instance: Foul Shooting 1st day 1 basket made 2nd day 3 baskets made etc. If a person wishes to do an art skill like sketching, a record of sketches could be kept and compared to check improvement made in the ability to sketch. Have class write up how the skill they learned in school made their plan succeed.
14.6.1A The learners will make leisure time enjoyable by gaining proficiency in a skill.	Class should see that practicing a desired skill makes people proficient in a skill thus allowing them to enjoy leisure time.		
	2. After reading in text about learned and unlearned behavior, have each student list a hobby or an interest they enjoy pursuing after school. Discuss as a group the skills important in pursuing one of the interests. Have each student construct a skill table. One column could represent skills acquired in school another column for skills acquired out of school. Students could then choose which subjects in school provide the means for further developing the skills used in their particular interest or hobby.	Concepts In Science, Harcourt, Brace, Jovanovich, pp. 3-44.	Present a problem: A person enjoys working on model planes. Ask: 1. What skills are needed to construct models? 2. In what subjects would these skills be easily acquired? Answer: Reading - Follow instructions Art - Painting the finished model Science - Design of an airplane

OBJECTIVE: 14.6.2 **LEVEL:** 6 **SUBJECT AREAS:** Social Studies
CONCEPT: Education
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will respond positively to statements regarding the value of lifelong education.	1. Students will list skills they are able to handle at their present development: math, language arts, social skills, physical activities, work habits, etc. Make a list for Mother, Father, and Police Officer, etc. Under each heading have class list which adults are using these skills everyday. A. Lead class into discussion of how study habits turn into work habits and good student traits turn into good worker traits.		The students will write a paragraph stating how education will help them throughout life.
	B. In text read "Challenges Facing Modern Man". List several educational skills that would help modern man meet the challenges.	Social Studies and Our World, Laidlaw, pp. 372-407.	
	C. Find a section of the surrounding school grounds that could use some straightening up. Have class devise a plan to police the area. While working on completion of the plan have students list a skill used in school with a skill used on the project.		Have students match skills to certain occupations. Then list skills that could be acquired in school and skills that need be acquired elsewhere.
	2. After reviewing several workers from social studies, discuss with class skills they feel are needed to succeed in these various fields. Show film strip and expand list of skills. Have students relay to a subject area chart all occupations looked at that would need skills gained from that subject area.	Social Studies and Our World, Laidlaw. Explore, Unit 2, "Who, What, When, and Why?", Scholastic	

OBJECTIVE: 14.6.3 LEVEL: 6 SUBJECT AREAS: Language Arts
CONCEPT: Education
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will understand that educational preparation varies for different occupations.	1. After reading the selection "Blast Off", discuss with class feelings John Glenn possessed prior to going into space. Have class hypothesize on what qualifications or skills were needed by John Glenn to become an astronaut. This list will be a partial list unless a student has done extensive research on astronauts.	Launchings and Landings, American, pp. 326-334.	
	2. Ask class if a teacher can be an astronaut. Class should surmize that qualifications are not the same. Interview a member of the faculty to find out what preparation is needed to be a teacher. Another student can do research on an astronaut. Contrast and compare preparation and list the differences.		
14.6.3A The learners will list specific educational preparation needed for certain occupations.	3. Class could research other occupations from reading material and compare any likenesses that exist between occupations. Draw the conclusions that while some preparation may be the same in occupations there are differences that do exist.		Have the class list educational preparation needed for several given occupations.
	4. After reading about what Elizabeth Yates discusses in relation to writing, have the class determine educational preparation needed for becoming an author. Research the life of Elizabeth Yates to find the educational preparation that she had.	Our Language Today, American, pp. 6[illegible]-62.	
	5. Gather information of other leading authors and writers. Be sure to include newspaper persons locally and nationally. Class could write letters to authors to gather other information. Letters written by the authors would make good bulletin board material.		Have the class determine what educational preparation is needed to be an author. Students could list skills they already have and what skills would need to be acquired.
14.6.3B The learners will conclude that certain skills are already mastered.	6. Construct bulletin board showing various experiences and preparation added to their success.		

RATIONALE FOR SUGGESTED EIGHTH GRADE PLANS

The objectives and activities in grade eight emphasize career orientation and expand the guidance emphasis on assisting learners to evaluate individual interests and abilities and to relate these to their life-career situations. Learners are provided experiences which enable them to appraise specific careers in terms of their self-assessment. "Career" is defined as the roles people fill in their progress through life. These roles include the work, family, citizenship, avocational, cultural-aethetic, and religious roles. We believe these understandings and skills are prerequisites for learners to be able to make wise and fulfilling choices in their career development.

The suggested activities are the result of the cooperative efforts of Equity Career Education Program teachers and Equity Career Education Project staff. They are intended to serve as one model for interpreting and integrating equity career education concepts into daily learning experiences.

The teacher can use these plans with either the objective (the concept and/or process themes) or the subject area as the starting point and should in no way feel limited by the material presented. Ideas fitting an objective can be found by turning to the appropriate objective and checking the suggested activities. Activities appropriate to a subject area can be found by checking the subject area identifications on the upper right hand corner of each lesson sheet.

OBJECTIVE: 1.8.1 **LEVEL:** 8 **SUBJECT AREAS:** Social Studies
English

CONCEPT: Socialization / Life Styles

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data /
To use the decision-making process effectively / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify role expectations for men and women by ethnic groups within the community.	A. Women's Changing Role (Social Studies / English) 1. Show filmstrip "Emancipated Women". 2. Discuss ideas in filmstrip. 3. Read articles "Women's Rights" and "Flapper". 4. Discuss questions: a. Why do you think women have historically had fewer rights than men? b. What was the origin of such attitudes? c. Was there ever any practical justification for such views?	The American Experience, "Emancipated Women", Nystrom, 1975. "Women's Rights" and "Flappers"	
1.8.1A The learners will identify role conflicts in the lives of women and evaluate them in terms of their own community's values.	d. What coincidence of sexism do you find in your classroom, at home, in the community, in your every day life? 5. Assign activity sheet #5 and discuss the implications of ERA. 6. Assign activity sheet #6 and discuss: a. Is it good or bad for girls to play baseball? b. Is it good or bad for boys to play with dolls? 7. Have students analyze how the changing roles of women effect the career roles of men and women.	Activity sheets #5 & 6.	Have students identify a minimum of two ethnic groups within the community and write a comparison and contrast of the expectations of the group on roles.
	B. Role Expectations for Men and Women (Social Studies / English) 1. Have class design a questionnaire on role expectations for men and women in the community. 2. Have class identify different ethnic groups within the community. 3. Have students interview or get written answers to questionnaire from representatives of the various groups within the community. 4. Have students analyze the results of the answers to the questionnaires.		

CONTINUED 1.8.1

LEVEL: 8

SUBJECT AREAS: Social Studies
English

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	5. Have students compare and contrast the attitudes of the various ethnic groups to determine whether there are different role expectations. 6. Have students determine how role expectations affect careers of individuals.		

OBJECTIVE: 1.8.2 LEVEL: 8 SUBJECT AREAS: Social Studies
English
CONCEPT: Sex Role / Socialization / Stereotype
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To use the decision-making process effectively / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list several societal trends and changing life patterns which have contributed to women's increased participation in work and community (i.e., technology, population explosion, birth control, part time jobs, day care centers, legislation and federal regulations, women's movement, new life styles, continuing education, breakdown of occupational and career stereotypes).	A. Work / Play Roles - Children (Social Studies / English) Set tone for discussion and report writing with filmstrip/ tape on "Family Life in the 1800's". 1. Discuss work roles for boys and girls. 2. Discuss educational opportunities for girls and boys distinguished by socioeconomic levels. 3. Contrast situations of the 1800's to the 1970's. 4. Reports, oral and/or written, use library.	American Experience, "Family Life in the 1800's", Nystrom. Library resource books Photographs and/or drawings of children's roles.	List societal trends, etc. Base evaluation on written and and oral reports. Short answer or essay test questions also possible. As appropriate, cognitive levels from knowledge to analysis or evaluation can be covered.
	B. Changing Roles - Women (Social Studies / English) Contrast women's roles - 1920 and 1970. Use materials "What Women Have" pages 82-89, age, marital status, occupation, education, labor force participation data presented. 1. Interpretation of charts pages 83-88 will test one set of reading skills. 2. Analysis and evaluation skills can be tested using the data from the charts. 3. Contrast the data on the charts with ideas in the film	Today's Changing Roles: An Approach to Non-Sexist Teaching, National Education Association, 1974. Ms., Screen News Digest. Story of the American Nation, Chapter 14, Harcourt, Brace, Jovanovich, 1963.	Questions p. 89. Restate objectives in question form.
1.8.2A The learners will analyze how technological developments have contributed to an altered participation in work and community roles.	C. Inequities Illustrated in Texts (Social Studies) 1. Read Unit 5. Identify the people spotlighted in the chapters, e.g. Carnegie, Rockefeller, Drake, Haynes, Winston, Olds, Ford, Goodyear, Wright, Edison, and seek out female contributors to technological development.	Story of the American Nation, Chapter 14, Harcourt, Brace, Jovanovich, 1963. Library resources.	

CONTINUED 1.8.2 LEVEL: 8 SUBJECT AREAS: Social Studies
English

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	2. Research topics discussed to find evidence of the roles played by women and minorities in the industrial development of the country.	Today's Changing Roles, NEA, 1975. See p. 41 for list of important women.	Evaluate the research projects.
	3. Discuss reasons for women and minorities being ignored.		
	4. Correct statements contained in the text which show inequity.		Check statements correcting inequities.
	5. Write sections which would give balance to the text presentation.		Check newly written sections. Develop test questions from rewritten objective.
	D. Changing Roles.		
	1. Review women's social, educational, legal, and political position in early 1800's.	Story of the American Nation, Chapter 14, Harcourt, Brace, Jovanovich.	Evaluate discussions Evaluate written reports. Have students respond to the test questions.
	2. Contrast the position of women to that of men.		
	3. Contrast the position of minority groups to those in positions of influence.		
	4. Identify the reform movements and their leaders.		
	5. Read the material on the Seneca Falls Convention (pages 79-81 - Today's Changing Roles).	Today's Changing Roles, NEA, 1975, pp. 76-81.	
	6. Evaluate the forces supporting and opposing the 19th Amendment.		
	E. See activity A. 1.8.1 (Social Studies / English)		
	F. Legislation - Needs to Understand Math		
	1. Introduce speaker and discuss the uses of percent in the bank. a. Interest on savings b. Car loans c. Home loans	Speaker from bank; loan officer or credit manager.	Questions on percents to determine skills.

CONTINUED 1.8.2 **LEVEL:** 8 **SUBJECT AREAS:** Social Studies
English

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	2. Discuss credit and importance of both the male and female establishing credit. a. Has there been discrimination in giving credit to men and not women? b. Has there been discrimination in giving credit to one ethnic group and not another? c. What laws now regulate establishing credit? 3. Discuss further uses of percent in other fields. a. accountant b. tax payer c. insurance salesperson 4. Discuss how societal trends require all men and women to understand percents to function completely.		

OBJECTIVE: 2.8.1 **LEVEL:** 8 **SUBJECT AREAS:** Math
CONCEPT: Consequences
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify compromises that men and women may have to make choosing certain careers.	A. Field experience to NASA. As class is guided throughout the complex, have students note the types of jobs being carried out by workers: Example: technical, clerical, etc. Have class take note of the number of male employees and female employees on site and type of occupation each is involved in. Use information gathered to construct a graph depicting type of jobs held by men and women. Compare statistics as to differences in jobs held by each sex. Discuss possibility of choosing one of the careers seen. Have students draw up a plan to follow in pursuing each career. Be sure to stress to class they take into consideration changing technology and funding because if these two are present compromises by workers will have to be made. B. As a result of listing various occupational opportunities at and around N.A.S.A. the students will have gathered information to use in comparing opportunities available in their community versus opportunities available in other communities in their area. Students can then respond to the question of what compromises they may have to make when opportunities are limited by communities.	Reproductions in quantity: "Preliminary discussion for N.A.S.A." "Post discussion for N.A.S.A." Graph paper. Colored pencils.	Give a hypothetical situation involving a worker in an occupation who suddenly finds himself/herself replaced by a new advancement. Have class list steps the worker might take to overcome the problem. Assess graphs constructed by students as to accuracy and legibility.

OBJECTIVE: 2.8.2 LEVEL: 8 SUBJECT AREAS: Social Studies

CONCEPT: Multiple Roles

PROCESS: To demonstrate critical thinking skills / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the changing roles of men and women within careers.	A. 1. Show filmstrips to the class. Both filmstrips show differences and changes in the roles a person has had to play. Discuss the filmstrips in terms of how roles have changed between the pioneer family and the family in the "Twenties".	American Experience, "Pioneer Family" and "Pictures from the Twenties", Nystrom, 1976.	Class should search out from magazines and newspapers pictures that reflect changing career roles of men and women and keep a running bulletin board as pictures are found.
	2. Review findings in Virginia Slims Poll to gain perspective of roles today.	Virginia Slims American Woman's Poll, Phillip Morris Corporation, 1974.	
	3. Have students write a paragraph on the role changes of men and women in careers up to the present, then have students predict for the next 20 years what changes men and women will experience in career roles.		Assess written paragraphs.

A. See activity B. 1.8.2

B. See activity A. 1.8.1

OBJECTIVE: 3.8.1 LEVEL: 8

SUBJECT AREAS: Language Arts
Math

CONCEPT: Non-Traditional Roles / Stereotype

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To use the decision-making process effectively

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will accept as proper the placement of men and women in non-traditional career roles.	A. Have students write a report on what they feel is the role of the architect. 2. As reports are due have class use their reports to make a general class list of things an architect's job includes. Have members of the class design something using scale drawings. (Suggestions may include design of a nursery, old age home, school building.) After a designated period of time examine the drawings. Discuss why the skill is important for architects. Class should conclude that in order to become an architect a knowledge of math is needed.		
	How many women are architects? Have class research answers to questions and compile information on a graph.	*Women at Work: A Counselors Sourcebook,* Human Interaction Research Institute, 1975.	Role play in class a counselor's role looking over applications for jobs. Student will show acceptance by placing the person qualified under the correct occupation, disregarding the sex of the applicant. Assess graph for accurateness of information.

OBJECTIVE: 3.8.2 **LEVEL:** 8 **SUBJECT AREAS:** Math (Business Math)
CONCEPT: Contributions
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify women who have made contributions in math related career areas often considered exclusively the province of men.	A. Have students research contributions to math made by the woman listed, and present group reports to the class. 1. Have students select a career in which a math background is essential. Write a final paper on "Math and ______________(career field). Include in the report references to personal ability, job, availability, career opportunities, entry level skills required, opportunities for advancement, etc.	"Women of Mathematics", Teacher handout. Today's Changing Roles: An Approach to Non-Sexist Teaching. N.E.A., 1975, p. 41.	Give the class several math related occupations. The students should supply the names of persons who have made significant contributions in or related to those occupations. Emphasize especially the contributions of women in these occupations.

OBJECTIVE: 4.8.1 **LEVEL:** 8 **SUBJECT AREAS:** Social Studies
CONCEPT: Socialization / Affirmative Action
PROCESS: To demonstrate critical thinking skills / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list cultural changes and legislation as major factors in expanding career opportunities.	A. Have students read the chapter on reconstruction. Discuss with class laws passed by congress that affected the south in relation to individual rights.	Story of American Nations, Harcourt, Brace, Jovanovich, 1963.	
	Compare rights of women versus rights of men.		
	Ask: Why have women historically had fewer rights than men?		
	Determine the origins of such attitudes. Show the filmstrip and have the class outline progress from reconstruction period to the present in relations to rights of individuals.	Lifestyles and Roles, "Emancipated Women", Nystrom, 1975.	
	Introduce Equal Rights Amendment and Title IX legislation. What implications will this legislation have on occupational expansion for both men and women?		
	Have the class read a newspaper for a one week period and report on non-traditional or traditional roles held by workers. Reports should include attitudes expressed by individuals in those occupations.		List several occupations which at one time or another were limited in entry to members of one sex and are now open to anyone. From reading of the newspaper articles, (local and national) have the class list persons in traditional or non-traditional roles who could be written to or invited to the class to give insight into a certain occupation.

OBJECTIVE: 5.8.1 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Sex Role / Stereotype
PROCESS: To demonstrate critical thinking skills / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify several sex stereotypes which may retard opportunities for men and women in certain careers.	A. Have class read the poem "Young Lochinvar" by Sir Walter Scott.	Adventures for Readers, "Young Lochinvar", pp. 477-478.	
	After reading discuss how the maid is depicted versus how Lochinvar is described. Make a list of appropriate adjectives that describe each character.		
	Ellen non-aggressive need for security dependent tactful and gentle emotional		
	Lochinvar aggressive non-emotional independent self-confident		
	Recall from other reading characters they met and have class see if adjectives hold true.		
	Recall several friends and see if they fit the descriptions of Ellen and Lochinvar.		
	Assess from class whether they agree or disagree with adjectives as valid for describing all men and women. How may these adjectives affect career opportunities if persons responsible for hiring believe in the stereotypes?		
	Have class list jobs that would require aggressiveness and then list which sex hold these jobs. Do this for each trait or adjective. This could be a check to see if these stereotypes are believed.		Place on the board several job opportunites. Under each job opportunity place adjectives that describe a worker in that occupation. Class should decide if a member of any sex could or could not hold that job and explain why.
	Research to see if there are persons who hold non-traditional jobs.		

OBJECTIVE: 5.8.2 LEVEL: 8 SUBJECT AREAS: Math
CONCEPT: Affirmative Action
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify present inequities in pay for men and women in identical occupations.	A. 1. Discuss line segment graphs in the text on pages 356-358. Do example #2 on page 357 together with class to be sure process of graphing is understood.	School Mathematics II, Addison Wesley, 1967, pp. 356-357.	
	2. Pass out copies of information from Today's Changing Roles, pages 84-85. Have class choose from #3 and #4 the information they wish to graph.	Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA, 1975, pp. 84-85.	
5.8.2A The learners will be able to construct an accurate graph depicting these inequities.	3. Have class construct graph from given information.		Assess students' graphs as to accurateness and legibility.
	4. Have class do research on another field not mentioned in the given information and construct graph.		
	5. After inequity in pay graph is constructed the class can refer back to research and graph responsibilities of workers in the fields they researched.		
	6. Class should conclude that when responsibilities are similar the pay should be also but if responsibilities differ inequity in pay is acceptable.		

OBJECTIVE: 6.8.1 **LEVEL:** 8 **SUBJECT AREAS:** Social Studies
CONCEPT: Decisions / Consequences
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To use the decision-making process effectively / To make wise choices / To cope effectively with the unfamiliar / To demonstrate a "spirit of equity" in accepting the contributions of others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify conflict situations arising out of non-traditional career choices and state alternative ways of coping, adapting, or accepting the situation.	A. Read chapter on changing family roles. Compare and contrast traditional and non-traditional family roles. State reasons for changes that have occurred to present. Evaluate pros and cons of each. Present hypothetical situation in which husband and wife exchange career roles. What advantages and disadvantages might be felt by each person. What might happen if one of the parties decides they like the new role and do not want to return to the former situation. Identify the conflicts which might occur and brainstorm possible compromises which might resolve the conflict.	The American Family, Xerox Educational Publications, 1975.	Have students respond to an open ended situation in which a non-traditional career role is developed. Divide class into groups. Have each group follow problem solving steps to identify conflicts arising from the non-traditional choice and arrive at appropriate resolutions. Groups can then plan their own presentations to class.

OBJECTIVE: 6.8.2 LEVEL: 8 SUBJECT AREAS: English
CONCEPT: Equity
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify factors necessary to success in a career.	A. 1. Have the class read the stories of Martha Washington, Abigail Adams in Today's Changing Roles...and Thomas Jefferson in Adventures for Readers.	Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA, pp. 47; 63-64.	
	2. After reading, prepare a list of qualities possessed by these persons that contributed to their success.		
	3. Decide as a group what success is and how they will measure success.	Adventures for Readers, "Thomas Jefferson", pp. 420-421.	
	4. Based on the class's definition of success and measures list occupations that persons with Washington's, Adams', and Jefferson's qualities would be successful in today.		
	5. Are there any qualities which appear on all three lists? If there are the class should realize that women as well as men who possess certain qualities should not be limited to job choice.		Assess students responses in discussion.
6.8.2A The learners will identify how discriminatory employment practices affect success.	B. Read pages 63 and 64 in Today's Changing Roles. Each case represents some phase of discriminatory employment practice.	Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA, pp. 63-64.	
	1. Have class respond in writing to at least 2 cases as to how success would have been affected had the cases not been decided the way they were.		
	2. Have class locate in newspapers or magazines any information on discriminatory employment practices, cut out the article and brainstorm whether the situation is fair or unfair.		Assess students responses during brainstorming session.

See activity 1.8.1A

OBJECTIVE: 6.8.3 LEVEL: 8 SUBJECT AREAS: English
CONCEPT: Individual Differences
PROCESS: To demonstrate critical thinking skills /

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify how emotions can have both a negative and positive effect on their ability to accomplish tasks.	A. 1. Read "Peanuts" cartoon. 2. Discuss some examples voiced by the students of situations wherein an emotion (fear, happiness etc.) has stopped them from accomplishing some task for which they were responsible.	Scholastic Scope, Courage Unit, Student Log, pp. 45-46.	Give to class several hypothetical situations wherein an emotion has deterred one from completing a task. Have class respond by stating whether the emotion displayed had a negative or positive effect on their ability to complete a task.
	3. Students' responses to this may include several forms: play, short story, etc. 4. Have students discuss ways to overcome emotions to complete necessary tasks.		Assess students projects as to form and use of language.

OBJECTIVE: 7.8.1 LEVEL: 8 SUBJECT AREAS: Math
CONCEPT: Multiple Causation / Consequences
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To use the decision-making process effectively / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the importance of a groups' cooperation and interdependence to the completion of a project.	A. 1. Have students break up into groups of four.		
	2. Discuss with class a sample poll. a. Be sure class understands the term sample when taking a poll. b. Go over questions to be asked on the poll. c. Assign tasks to members of the groups: interviewer, a person to tally results, a person(s) to plot results of the poll.	School Mathematics, Book II, Addison Wesley, 1967.	
	3. After results are obtained from interviewers have each group construct a picture graph of the results.		Assess graphs as to accuracy and legibility.
	4. Assess with class each member's importance to the completion of the project.		Have the class identify in writing the effects upon a group of one person who fails to carry out his/her responsibility to the group.
	5. Discuss with class the occupations that may require the skills learned in graphing.		
	B. 1. Have students break up into groups of 3 or 4 students.		
	2. Each group will decide upon an idea they wish to communicate.	Teacher made handouts dittoed for persons in the class.	
	3. Each group will decide upon the format they wish to use to communicate the idea (demonstration, interview, documentary etc.).		Assess the groups' ability to communicate idea, follow format and use of graphics. Each group can self assess each members progress.
	4. Class will storyboard their project, and write a detailed script, time the script, provide props, costumes, and graphic where necessary.		
	5. The students will rehearse as a group and evaluate the project. Make students aware that the entire group needs to cooperate and work to complete the project.		

OBJECTIVE: 7.8.2 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Equity / Affirmative Action / Stereotype
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will reject sex and/or ethnicity as acceptable reasons for differences in aptitudes and career interests.	A. 1. Handout page "Myth and Reality" (copies) to class.	Todays Changing Roles: An Approach to Non-Sexist Teaching, NEA, 1975, pp. 98-102.	
	2. Handout "Opinionaire" (copies).		
	3. Have class complete opinionaire first.		
	4. Read "Myth and Reality". Discuss the implications to job opportunities.		
	5. Class should conclude that sex is not an acceptable reason as a difference in occupational selection.		
	6. Pass out Profile Charts for "Myths and Realities" (copies). Have pupils respond.		Assess profile charts to solicit acceptance and or rejection to Myths and Realities.
	7. Show "Choosing Changes" video tape and list skills used by Barbara in her career. Class should conclude that possessing the skill transcends other variables.	Bread and Butterflies, "Choosing Changes".	Follow "Bread and Butterflies" guide for evaluation suggestions.

OBJECTIVE: 7.8.3 LEVEL: 8 SUBJECT AREAS: Math
CONCEPT: Education / Entry Requirements
PROCESS: To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will conclude that both independent and group activities may be necessary for completing tasks in a work situation.	A. Computers in Base 2 (Math) The teacher presents information on base 2 and how it can be used to represent numbers or letters in the alphabet. 1. Have students discuss how computers use base 2. 2. Have students identify the different careers connected to computer use; e.g. technician, programmer, key punch operator. 3. Have students assess the training and education needed to work with computers. 4. Identify independent activities necessary in computer related occupations. 5. Explain the importance of group cooperation to successful functioning of computer-related work.	Key Ideas in Math II, Addison Wesley, 1970. Programing the IBM 1130, by J.K. Hughes.	1. Have the students identify careers resulting from computer use. 2. Give students a hypothetical work related computer problem. Have students conclude that both independent and group activities are necessary for completing computer work tasks.

OBJECTIVE: 8.8.1 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Multiple Roles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT

The learners will list personal goals or values which might be satisfied through a combination of career, community, social, and family roles.

LEARNING ACTIVITY

A. 1. Review with class some points of good communication in terms of getting a point accross, i.e. advertisements.

2. Examine several advertisements from magazines that show men and women involved in various tasks. Have class respond to what is seen.

3. Have the students watch television for a two day period. Pass out forms to evaluate programs and commercials. example:

T.V. CHARACTERS	MEN	WOMEN	GIRLS	BOYS
NAMES OF LEADING CHARACTERS				
CLOTHING PHYSICAL APPEARANCE				
FEELINGS				
ACTIONS				

Class should evaluate what T.V. conveys about roles of men and women.

4. Compare and contrast their feelings of role expectation with the way it is portrayed on television.

5. Have students choose one of the T.V. programs that best displayed their goal picture and place themselves in the leading character role. Respond in writing how they would change elements in the program to better fit their picture.

MATERIALS

Our Language Today Grade 8, "Study Skills", American Book, 1970.

Several magazine articles (advertisements).

Television programming schedu[illegible]

EVALUATION

After viewing certain T.V. shows have each student list goals or values that might be satisfied by a particular career choice, and a particular choice of community, social and family role.

Compare and contrast student responses.

OBJECTIVE: 8.8.2 LEVEL: 8 SUBJECT AREAS: English
CONCEPT: Multiple Roles
PROCESS: To demonstrate critical thinking skills

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the effects of one's life pattern upon one's personal development and family life.	A. 1. Read the story "So Goodly a Land" beginning on page 166. Discuss the role of the woman in the early family.	Adventures for Readers; "So Goodly a Land", p. 166.	
	2. Show the filmstrip, "Cinderella is Dead". Have students compare and contrast life patterns of women today with the women from "So Goodly a Land".	"Cinderella is Dead", NEA, 1975.	
	3. List reasons from the filmstrip for women working or desiring to work. Ask: How can work aid personal development?		
	4. Play the cassette "We Don't Know How to Grow People" and at the conclusion of the tape ask class questions outlined in the brochure that goes along with the tape.	"We Don't Know How to Grow People" and Brochure.	
	5. Locate biographies of several women from various sources and trace their life patterns. Explain why each phase of the life pattern is necessary for a woman's personal development		Give the class a life pattern of a woman worker, for example: a woman police officer's pattern may include: Mother - caring for family Officer - responsibility to the job on the force. Wife - Sharing in the duties with her husband in caring for the duties of the home. Class should respond in writing how all these phases of a life pattern contribute to a person's personal development.

OBJECTIVE: 9.8.1 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Individual Differences
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To use the decision-making process effectively / To make wise choices and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe their personal abilities, energies, goals, motivations and tastes and relate these to a variety of possible life roles.	A. 1. Read the five choices of occupations that confronted John. 2. Have the class evaluate John's own traits and abilities and match one of the occupations John might have chosen had he lived. 3. Have students project themselves into the role of John. Each student should assess his/her own skills and abilities and choose one of the five choices available to John. 4. After assessing their own traits the class should construct an ongoing portfolio of careers related to their self assessment. 5. As each student finds occupations that interest them they should describe the influence each occupation has on life roles.	Death Be Not Proud	Evaluate students' portfolio of self-assessment and compatibility with life roles.

OBJECTIVE: 9.8.2 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Individual Differences
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To make wise choices and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify several non-traditional career roles in which they have the ability and which they could pursue if they desired.	A. View filmstrips of several of the people in the unit doing their usual day's work. Have students use career logbooks to outline their abilities and interests and match to a career which meets those abilities and interests. Have students write a personal vita.	Discovery, Scholastic. Career workbooks.	
	Select and view several filmstrips from Opportunity illustrating non-traditional choices for women and men. (Students may need to view additional filmstrips to those presented in class on an individual basis to find a non-traditional career compatible with their interests and abilities.)	Opportunity, Scholastic Student logbooks.	
	Have students choose a non-traditional career which would be compatible with their interests, and record in student logbooks in a Personality Profile. (Students are asked to examine the career's characteristics as it relates to their own interests and abilities.)		Have students write theme identifying a non-traditional career role they might consider pursuing and explain reasons for the choice.

OBJECTIVE: 10.8.1 **LEVEL:** 8 **SUBJECT AREAS:** English

CONCEPT: Decisions Social Studies

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To make wise choices / To engage in responsible, self-directive behavior / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify those factors over which they have the most and least control in pursuing employment opportunities.	A. 1. Have class discuss procedures for working in a trade during 1773. 2. Ask what problems can the class forsee anyone having gaining experience in a trade. (Lack of persons in that trade willing to accept apprentices) 3. Once accepted as apprentices the boys had to work long hours for inconsiderate masters. 4. As the students read the procedure how do they feel each phase of apprenticeships could be remedied if they had the power to do so. 5. Show to the class that the harder apprentices worked the more they learned and could better prepare for the future.	Johnny Tremain, Houghton Mifflin, Boston, 1960, pp. 1-10.	After reading give several examples of steps apprentices went through and have the class respond in writing to what things they had control over and what things they did not control.
10.8.1A The learners will appraise the effectiveness of protests as a means of managing their destiny.	B. 1. Act out the Boston Tea Party. 2. Read section from Johnny Tremain to find out how the "Sons of Liberty" protested to things they disagreed with. 3. Discuss the protest by women in Edenton, North Carolina, who refused to drink tea until the law was repealed. 4. Have class conclude that protests can be violent or nonviolent. Discuss with class advantages or disadvantages of each type of protest. 5. Have class research recent protests and compare and contrast recent ones with the "Sons of Liberty" protest. 6. Discuss a problem in the community as seen by students. List things they have control over and how they could solve the problem. Allow students to organize a protest if it calls for it. 7. Evaluate the outcome of the protest. Develop plan of action to follow through or adapt to the situation. Brainstorming strategy might be used to turn up alternatives.	Johnny Tremain, Houghton Mifflin, Boston, 1960, p. 105. Story of the American Nation, Harcourt, Brace, World, 1964, pp. 128-129.	Evaluate students' participation, responses, and protest organization and follow through.

OBJECTIVE: 10.8.2 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Career Choices / Expectation
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will distinguish between individual career aspirations and the expectations held by others, and be able to identify the supporting and hindering factors within such situations.	A. 1. Have students form groups of three. Each member of the group will take turns assuming one of three roles: speaker, receiver, or observer. 2. The role of the speaker will be to share perceptions of the receiver suitability for an unconventional occupation and rationale for choosing that occupation. 3. The role of the receiver is to listen to the remarks of the speaker and share reactions (could agree or disagree). 4. Have observer record interaction taking place and report to the other two what seems to have taken place. Allow five minutes for each role playing situation before changing roles. The last minutes of the activity can be a reporting session to the class of what took place.	Our Language Today Grade 8, American Book, 1970, p. 247. "Explaining and Reporting"	Hav[illegible]ents respond with occupation objective in writing to the particular career for which they were perceived eligible. The response should include an explanation of enhancing and constraining forces underlying the acceptance or rejection.

OBJECTIVE: 11.8.1 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Life Styles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To make wise choices / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify lifestyles which appear most compatible with their own value structure.	A. 1. Read excerpt from Today's Changing Roles "I Stand Here Ironing". 2. Have class describe elements of the lifestyle portrayed in the literature. 3. Have each member decide upon which elements of the sample lifestyle they would desire and why.	Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA, 1974, pp. 90-95.	List various elements that characterize certain lifestyles. Have students describe in a composition one lifestyle they prefer and why.
	4. Use the bibliography on page 96 to give students a reference of where they may find examples of different lifestyles. Have members of the class bring in the books so excerpts can be read by the class. 5. Students should see if any one lifestyle has all the elements they desire in theirs. 6. Have class rate careers which will supply most elements of their preferred lifestyle to the careers that would supply the least number of elements of their preferred lifestyle. Rating scale is optional and can be decided by the class.		

OBJECTIVE: 11.8.2　LEVEL: 8　SUBJECT AREAS: Social Studies, English
CONCEPT: Life Styles
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify the consequences of different lifestyles on family, leisure, and employment.	A. 1. Have class view filmstrip "Advertisements for Myself". 2. Discuss filmstrip: a. What is the character saying about the way advertisements and media influence lifestyles? b. You and your families live according to certain lifestyles. Do you ever see yourselves accurately portrayed? c. Compare and contrast your lifestyle with the family portrayed in the filmstrip. d. What implications on your career will your lifestyle have? 3. Write and portray your own advertisement for yourself.	American Experience, "Advertisements for Myself", Nystrom, 1975.	Describe a lifestyle taken from a character encountered previously in reading. Have students project themselves into that characters lifestyle and assess the consequences that lifestyle would have on present family structure, leisure time, and employment.
	B. 1. Show filmstrip "Pictures from the Twenties". 2. Discuss: a. In what way was family life different or similar in the twenties when compared with today. List factors that influenced the change. 3. Read articles included on activity sheets. Divide class into groups. Assign one group one reading and the other reading to the other group. Each group will answer the question dealing with their article. a. How has the automobile changed or influenced lifestyle? b. What conditions led to the development of street gangs? How could street gangs influence careers? (Mayor Richard Dailey, Mayor of Chicago was once a leader of a street gang.)	American Experience, "Pictures from the Twenties", Nystrom, 1975. Activity sheets #7 and #8. "The Automobile" and "Street Corner Society"	

OBJECTIVE: 12.8.1 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Decisions
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To make wise choices and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe implications of a tentative career plan on selected aspects of life such as marriage, family, leisure, community.	A. 1. Read excerpt II from page 104 entitled "Fantasies". 2. Have students break into two groups. Have one group take Allan's side and another group take Ann's side. 3. Each group will complete the open ended story and project themselves into the characters portrayed. 4. Have students follow the decision making process to solve the problem. a. Consider alternatives Allan and Ann can pursue. b. Consider implications of each alternative. c. Arrive at a decision. 5. Hold a debate once decisions are reached. Students from each side can volunteer to be part of a panel to debate. 6. The remainder of the class can evaluate arguments. 7. Come to a group solution to the problems which is compatible with the couples' value priorities.	Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA, 1974, p. 104. Our Language Today, Book 8, "The Art of Explaining", American 1970, pp. 247-251.	Assess student discussions and debate.

OBJECTIVE: 12.8.2 **LEVEL:** 8 **SUBJECT AREAS:** English
CONCEPT: Entry Requirements
PROCESS: To gather, organize, analyze, and present data / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify the relationship between present coursework and specified career choices.	A. 1. Read section on the "Art of Reporting".	Our Language Today, Book 8, American, 1970, pp. 264-268.	
	2. Have several newspapers stories at hand. As elements of a story are outlined look for the elements in the story.		
	3. Choose one of the events outlined in the text to have the class write an account of what happened. Each student should evaluate each other's stories for good reporting.		Have students choose an occupation and list coursework they are presently taking that has a relationship to their preferred career.
	4. Display pictures of "Photos of Men in the Nurturing Role" around the room. Have class write a story about one of the pictures they desire.	Photos of Men in the Nurturing Role, Woman's Action Alliance, 1974.	
	5. When stories are completed put them together in the form of a newspaper with headlines proclaiming men can work with small children.		
	6. Relate the skill of reporting to future roles as newspaper reporters or television or radio reporting. The elements of all reporting are basically the same.		

OBJECTIVE: 13.8.1 **LEVEL:** 8 **SUBJECT AREAS:** Math
CONCEPT: Entry Requirements
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify similar skills that are required for success in different occupations.	A. 1. Discuss how proportions are used. (scale drawings, mapping etc.)	School Mathematics II, Addison Wesley, 1967, pp. 233-246.	
	2. Discuss with class importance of scale drawing to a topographer in condensing map sizes usuable to persons.		
	3. Procure a blueprint of a structure and bring it to class (utilize drafting dept.). Explore with class the scale and how it is used.		
	4. Have class design: a. A map of a certain section of the community. Allow students to determine the scale. b. A scale model of an automobile of the future. c. A floor plan of a house they would build if they could.		
	5. Have students trade each others design and figure out actual size of A, B, C as a check to determine ability to understand scales.		
	6. Have students list occupations of persons who utilize scale drawing and rank the occupations in order of those that use scale drawing quite a bit to those who don't use it as often.		Assess students' listing of occupations.

OBJECTIVE: 14.8.1 LEVEL: 8 SUBJECT AREAS: Social Studies
CONCEPT: Education English
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will give reasons why certain occupations have become extinct and explain the consequences of said extinction upon workers in those occupations.	A. 1. Read section on pages 310-326. 2. Have students list the technological advances made since 1865. After each advance is noted students should list jobs that may have become obsolete as a result of an improvement. 3. Have students further research the possibility of any new jobs created as a result of an advancement. Students should realize re-training of workers becomes necessary in order to handle the new advancements. 4. Have students predict how several present jobs may become obsolete and why. Predict what changes a worker presently on that job may have to alter behavior or training in order to be suited to the new advancement.	Exploring American History, Globe, 1963, pp. 310-326.	Give the students an occupation such as "milkman". Have the students trace the reasons for this job becoming obsolete. List also the effect the change has on the person doing the job.
	B. 1. Discuss with class the way words come into the American language. Stress the fact that new occupations or technical advancements bring rise to new words. 2. Give several examples of new words that are brought into the language as a result of technology. ie. astronaut, blast-off (space age) bionic, computerized, programmed (computer age). 3. Have students hypothesize how this change in language had an effect on the population. (Some words were given new meanings and connotations.) 4. Have class research some latest additions to the language brought about by some technological advancement. Explore the possibility of some words becoming part of slang usage. 5. How would this type of language change affect occupations of teaching, writing and newspaper reporting. 6. From predictions of how some jobs may change have class use imaginations and develop some new words that may come from the new situation.	Our Language Today Book 8, American Book, 1970, pp. 169-181.	Assess student responses in discussions and written work.

OBJECTIVE: 14.8.2 **LEVEL:** 8 **SUBJECT AREAS:** Social Studies
CONCEPT: Career Choices / Socialization
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe how technical and social changes affect a person's career.	A. 1. Show filmstrip to the class. At the completion of the filmstrip discuss with class: a. What accounts for the growth in leisure time? b. What occupations were created by increased leisure time?	American Experience, "Spare Time", Nystrom, 1975.	Complete activity sheet #3 from Nystrom kit "Spare Time".
	2. Have class read articles "Childhood Pastimes" and "The Bicycle". a. Contrast and compare the importance of the bicycle in 1890 compared to today. b. Did the bicycle affect careers positively or negatively? c. The bicycle changed the way people dressed, especially women. What affects did this have on careers.	"Childhood Pastimes" "The Bicycle"	
	3. Read from Exploring America, and have each student choose one technical change and trace its impact on society and careers.	Exploring American History, Globe, 1963, pp. 310-324.	Choose one technological advancement to give to the class and have the class trace the impact on society and jobs. Example: The Automobile Have students respond in an essay type answer.

See activity C 1.8.2

RATIONALE FOR SUGGESTED TENTH GRADE PLANS

The objectives and activities for grade ten continue the guidance emphasis by encouraging career exploration based on learner self-assessment. Learners are encouraged to make tentative choices for further educational and career preparation and to seek community assistance in providing real work experiences. "Career" is defined as the roles people fill in their progress through life. These roles include the work, family, citizenship, avocational, cultural-aesthetic, and religious roles. We believe these understandings and skills are prerequisites for learners to be able to make wise and fulfilling choices in their career development.

The learning activities are further directed toward practical application of equity career education concepts and processes. The suggested activities are the result of the cooperative efforts of Equity Career Education Program teachers, and Equity Career Education Project staff. They are intended to serve as one model for interpreting and integrating equity career education concepts into daily learning experiences.

The teacher can use these plans with either the objective (the concept and/or process themes) or the subject area as the starting point and should in no way feel limited by the material presented. Ideas fitting an objective can be found by turning to the appropriate objective and checking the suggested activities. Activities appropriate to a subject area can be found by checking the subject area identifications on the upper right hand corner of each lesson sheet.

OBJECTIVE: 1.10.1 **LEVEL:** 10 **SUBJECT AREAS:** Social Studies
CONCEPT: Due Process / Sex Role / Stereotype
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify how several elements within our culture have contributed to the extension of or restriction of career choices by men and women.	A. Traditional is Modern Career Roles (Social Studies) reading assignment: #1, unit 4 1. Students will list the changes which occurred in China after the Communists came into power; 2. Students will define words feminine and masculine;	Tradition and Change in Four Societies, Holt, Rinehart, Winston, 1970.	
1.10.1A The learners will recognize factors that influence horizontal and vertical mobility for the workers in China.	3. Students will compare the jobs performed by men and women in both traditional and communist China. 4. The students will agree or disagree with the observation of Dr. Chandra-Sekar that women in communist China have lost their femininity and state their reasons.		1. Students will evaluate how the political organization of China extends and restricts both vertical and horizontal mobility and careers in China.
	5. Show the pictures of the Mandarin men (Frame #13 filmstrip) and the women with bound feet (frames #14 and 15) and develop a definition of femininity and masculinity in traditional China. 6. Have students describe and evaluate the methods used to change the role of men and women in communist China.	"China in Perspective: Roots of Civilization", Method: Glasser Discussion Circle	
	7. Have students compare the methods of change used in communist China with those currently being used in the U.S.; eg. equal rights amenment, equity career education. 8. Have students describe what it means to be masculine and feminine in our culture and identify those jobs which appear to be unfeminine or unmasculine, and state their reasons why. 9. Have students predict whether or not women who assume jobs previously performed by men will lose their femininity and whether or not men who assume jobs previously performed by women will lose their masculinity.		2. Students will explain the changing meaning of work for individuals in relation to the changed forms of government in China.
	10. List political, social, and economic factors which have helped change the role of women in China.		3. Students will identify sociological and technological developments which affect the career roles of individuals in China.

CONTINUED 1.10.1 LEVEL: 10 SUBJECT AREAS: Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
1.10.1B The learners will recognize factors that influence horizontal and vertical mobility for the workers in the Soviet Union.	B. Social and Political Influences on Career Roles (Social Studies / English) Reading assignment from social studies or literature. (See also objectives 1.10.2, 5.10.3, 4.10.4, and 14.10.1) Using slides, filmstrips, or films: 1. Have students identify specific Soviet national symbols and their use in society. 2. Have students identify career roles visible in the pictures for men and women. 3. Have students estimate levels of Soviet economic development based upon the pictures of housing, transportation, and industry. 4. Have students compare the varieties of cultural diversity observable in the Leningrad and Moscow areas.	Slides Filmstrips Artifacts Films Recorded Russian Music Passouts of charts showing per capita income, cars, T.V., etc.	1. The students will identify the political events which have contributed to the extension of or restriction of career choices by men and women in the Soviet Union. 2. The students will evaluate the costs involved in terms of time, education, and training in selecting careers in the Soviet Union. 3. The students will list the discriminitory practices faced by individuals in selecting careers in the Soviet Union. 4. The students will analyze roles which one must fulfill for successful performance of given careers in the Soviet Union. 5. The students will describe how changing values and work effect the need for formal and informal education.

CONTINUED 1.10.1 LEVEL: 10 SUBJECT AREAS: Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	C. Social / Economic Changes - World War II (Social Studies) Students will understand that women's roles changed during World War II (1941-45) because the U.S. needed to utilize all resources.	Screen News Digest, Vol. 9, Issue 5. Census figures on job statistics 1940, 1950, 1960, 1970	1. The students will identify changes during World War II which permitted extension of career choices for men and women.
	1. Show film - The Shaping of America 2. Students will list examples of jobs held by women during World War II. 3. Discussion: compare women's jobs during World War II with those held before the war and since the war. (see activities for objectives 4.10.4, 5.10.1, 6.10.2, and 14.10.1, for additional activities)	"The Shaping of America"	2. The students will list and evaluate several discriminitory practices in the work environment before and after World War II and what it would take to bring about changes.
	D. Social / Economic Limitations on Men and Women in Careers (English) The opportunity is here to deal with discrimination and limitations for racial or ethnic minorities, women, and migrants. The play may be read and/or viewed on stage if possible. The filmstrip on "Woman's Role" gives an opportunity to contrast the role of Curley's wife to her opportunities.	Of Mice and Men, Viking Books, 1966. American Experience, Nystrom, "Woman's Role in American Society".	1. The students will identify cultural elements which restricted the career choices for each of the characters.
	1. Have students read the play. If possible follow with providing students opportunity of viewing the play on stage.		2. The students will evaluate the changes since the 1930's which might permit different career choices for the characters in the play.
	2. Have class discuss: a. Limited roles of women in 1930's (Curley's wife) b. Discrimination against minorities c. Expanding horizons for those with mental handicaps d. Problems of migrant or transient workers with limited education		3. The students will list several occupational areas which might be open to the characters today.

CONTINUED 1.10.1 LEVEL: 10 SUBJECT AREAS: Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	3. Use filmstrip to illustrate changes in roles for women See activities 3.10.3A (English/Social Studies) 4.10.2A (English) Appropriate literature readings would make some of the stated activities appropriate to English classes.		

OBJECTIVE: 1.10.2 **LEVEL:** 10 **SUBJECT AREAS:** English, Social Studies, Math

CONCEPT: Multiple Causation / Sex Role / Due Process

PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify several cultural and family obstacles for men or women choosing given careers.	A. Learning Trip to Stock Broker (Social Studies) 1. Have students summarize the function of stocks and bonds. 2. Have students explain how individuals become knowledgeable of stocks and bonds and what motivates them to do so. 3. Have students identify and describe the different career positions involved in the stock market operations. 4. Have students interview an account executive on his functions, experience, education, etc. 5. Have class discuss the information and impressions gathered on the field trip. For alternative activities, see those stated for objectives: 12.10.1A (Math) 8.10.1A (English, American History) 6.10.2A (English) 1.10.1B (Social Studies/ English) 4.10.2 (Social Studies) 7.10.2 (Mathematics)	Merrill, Lynch, Pierce, Fenner & Smith Pamphlets on New York Stock Exchange. Comparative Economic Systems, Holt, Rinehart, & Winston, 1974.	Written and oral evaluations of field trip may be used. 1. Students will identify the cultural, family, and educational backgrounds of people in career positions at the broker's office. 2. Students will evaluate the obstacles for men and women seeking career positions in a broker's office. Individual projects can be assigned and assessed. 3. Students will identify the physical, social, and educational requirements for the different career positions observed at the broker's office.

OBJECTIVE: 2.10.1 **LEVEL:** 10 **SUBJECT AREAS:** Social Studies, English
CONCEPT: Socialization
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will contrast the American work ethic at the turn of the century with the contemporary work ethic.	A. American Work Ethic (English - Popular Culture / Social Studies) 1. Have class view an episode of the T.V. series, "All in the Family". 2. Have students describe the career choices made by Archie Bunker and his son-in-law Mike Stivick. 3. Have students compare and contrast the concepts of the work ethic of Archie and Mike. 4. Have discussion evaluating why differences exist between their concepts.	"All in the Family", Lear and Yorkin	1. The students will contrast the work ethic of Archie Bunker with Mike Stivick. 2. The students will contrast the work ethic of the show's characters with the American work ethic.

OBJECTIVE: 2.10.2 **LEVEL:** 10 **SUBJECT AREAS:** Math, Social Studies, Business

CONCEPT: Expectation / Sex Role / Stereotypes

PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe changes within modern society which illustrate how the division of labor between sexes has been affected.	A. Changing Careers (Math / Social Studies / Business)	"Career Opportunities in Sales"	
	1. Have students *identify the* types of persons needed for different sales positions.	Field Trip	1. The students will identify whether their interests and abilities are compatible with the demands of a sales career.
	2. Have students "identify" whether men and women are stereotyped in the sales positions they hold.		2. The students will identify changes in the roles of men and women in the sales field.
Activities can also be appropriate to objectives: 3.10.1 3.10.2 3.10.3	3. Have students evaluate whether stereotypes of men and women in sales roles are related to interests, abilities.		
	4. Have students survey the community for sales persons to determine if the stereotypes are found to be restricting people.		3. The students will identify several expectations for successful completion of sales tasks.
	5. Have students determine advantages and disadvantages to choosing or avoiding sales careers; eg. commissions.		
	6. Have students identify which needed career entry skills can be developed in school.		4. The students will identify those skills which are needed for sales careers, which they have already developed, and which can yet be developed in the school setting.
	For additional activities in English, see activity stated under objective: 1.10.1		

OBJECTIVE: 2.10.3 **LEVEL:** 10 **SUBJECT AREAS:** Math
English

CONCEPT: Socialization / Career Choices

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To make wise choices and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe how several given attitudes of adults and peers influence career opportunities and choices.	A. Math Related Techniques in Parents' Careers (Math) Homework		
	1. Have students ask parents how mathematics is used in their careers in the household and in outside work.	Parents as resource people	1. The students will describe how their parents' careers influence their opportunities and choices.
	2. Have students write brief description to bring to class.		
Activities can also be appropriate to objectives: 4.10.3 7.10.3 14.10.2	Classwork 3. Have students present to the class their findings of math skills and procedures used by parents.		2. The students will evaluate the costs in time and training to gain the math skills of their parents.
	4. Have students discuss where these math skills can be learned and which ones may have been/be learned in class.		3. The students will explain how career shifts have affected the need for additional learning on the part of parents.
	B. A Study of Government Careers (Social Studies) This activity involves a field trip to government offices and institutions. Washington, D.C., and Columbus, Ohio would be possible destinations.		
	1. Have students identify the functions of the government institutions to be visited.	Text materials describing government functions. Maps Charts of Government Guide books of city to be visited.	1. The students will describe ways in which the attitudes of people in the judicial, legislative and executive branches of the government influence career opportunities.
	2. Have students identify the people and places visited where different government functions can be observed and discussed.		2. The students will describe and evaluate the ways that individual and group actions are necessary to make the different branches of government work.

CONTINUED 8.10.3 LEVEL: 10 SUBJECT AREAS: Math
English

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	3. Plan appointments with individuals For additional activities in English see activity stated under objective 8. 10. 1A		

OBJECTIVE: 2.10.4 **LEVEL:** 10 **SUBJECT AREAS:** English
Math
CONCEPT: Multiple Causation / Consequences / Multiple Roles / Stereotyping
PROCESS: To assess personal interests, abilities, and values / To engage in responsible, self-directive behavior / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify changed behaviors, thoughts, and feelings caused by changing career roles. The learners will identify their own feelings and apply the processes of synthesis, analysis, evaluation to them.	A. Literature of Sports (English) This unit lends itself to combining literature with field trips and resource persons. Plimpton made planned career switches within the professional sports fields and gives one view.		
Activities can also be appropriate to objectives: 4.10.1 4.10.3 6.10.3 9.10.3 9.10.1 12.10.2 13.10.1 3.10.1 3.10.3	1. Have students read Paper Lion and assess: a. Plimpton's background b. How Plimpton managed to switch careers so frequently	Paper Lion. Resource person: Chip Glass Learning trip to Stadium: Resource process from various positions needed to make a sports team function.	1. The students will identify the behaviors and thoughts necessary to succeed in career roles related to professional sports.
	c. What it would take for an average person to participate in professional sports in terms of training, abilities, and personal interests.		2. The students will assess the problem of careers in which persons can participate for only limited amounts of time.
	d. Discuss limitations on males or females in different sports. Resource Person - Chip Glass provided a contrasting set of ideas since he quit at his peak in pro football. 1. Have students prepare questions developed from ideas in Paper Lion. 2. Have resource person present the ideas, skills, interests causing his or her entry into the sport.		3. The students will evaluate the personal costs of participating in professional sports. 4. The students will appraise the responsibilities and rewards of participation.

CONTINUED 2.10.4 LEVEL: 10 SUBJECT AREAS: English
Math

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
			5. The students will analyze the relationship between group and individual tasks for success in sports. 6. The students will analyze the effects of women's rights on professional sports.
	Field trip to Stadium - Many people in different supportive careers to the team can be interviewed. 1. Have students interview different people for their responsibilities in making the total organization function.		
	B. Math Work Sheets (Math) Use data from specific instances in order to provide contrast to the general stereotyping of careers present in the texts. For example: The telephone bill of Joe Ottman, the town gossip; Chuck Ellis made a long distance phone call and talked 10 minutes; Concetta Avila was calculating the interest costs for a $350,000 loan to the XYZ Company. This activity opens the possibility of discussing men and women in non-traditional roles.	Ditto text papers.	1. Assess reaction of the class to the change from stereotypes of social or occupational roles. 2. The students will identify roles using math that may not be traditionally stereotyped for the men and women holding them.

OBJECTIVE: 3.10.1 **LEVEL:** 10 **SUBJECT AREAS:** Math, Social Studies

CONCEPT: Socialization / Traditional Roles / Non-Traditional Roles / Stereotyping

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the social contributions of men and women in both traditional and non-traditional career roles.	A. Career Opportunities - Social Work (Social Studies; Futuristics) Learning trip to Case Western Reserve University - School of Applied Sciences (Social Work).	Learning trip to Case Western Reserve	
	1. Have students study material to determine what careers are listed under social work.	Hello, World!, Addison Wesley, 1975	
	2. Have students study university catalogues to find the educational requirements for entry to social work positions.	Catalogue from University	
	3. Have students prepare questions to ask resource persons (Social workers, Instructors of social workers).	Questions prepared by students.	1. The students will identify the contributions of people in social work and the roles played by men and women.
	4. Have students write reports describing different careers in the social work field.		Evaluate reports.
	5. Have students determine for themselves their own adaptability to social work careers.		
	B. Home Careers (Social Studies / Family Living) 1. Have students identify, record, and categorize the work activities in maintaining a household.		1. The students will identify and classify household work activities.
	2. Have students classify the activities according to which people in the family can perform them.		
	3. Have students discuss whether activities have been restricted to men or women because of stereotypes.		2. The students will analyze restrictions put on individuals due to stereotypes.

For additional activity in Math see activity stated under objective:
2.10.4B

OBJECTIVE: 3.10.2 **LEVEL:** 10 **SUBJECT AREAS:** Math / English
Social Studies / Business
CONCEPT: Non-Traditional Roles / Stereotyping
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To cope effectively with the unfamiliar / To demonstrate a "spirit of equity" in accepting the contributions of and interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will explore their interests and abilities in careers which are both traditional and non-traditional for men and women.	A. Sex Stereotyping on T.V. (English / Popular Culture) Commercials and Soap Operas 1. Have students view the videotape of "The Young and the Restless".	"The Young and the Restless"	
	2. Have students list career roles of men and women in the story; in the commercials.		1. The students will list the stereotypes in the show and the commercials.
Activities can also be appropriate to objectives: 5.10.2 8.10.2	3. Have students identify and evaluate whether the career roles portrayed are stereotyped for men, women, or any other identifiable group.		2. The students will compare their interests with the stereotypes in the commercials and the story.
			3. The students will evaluate the influences of commercials and T.V. stories on their attitudes and behaviors.
	4. Have students compare the way T.V. characters cope with problems to the way which they would choose to handle them.		4. The students will identify and evaluate the ways in which the individuals portrayed cope with ethical questions.
	5. Have students describe the multiple roles played by different characters in the T.V. show.		5. The students will analyze and evaluate the multiple roles of characters shown in the story and the commercials.
	6. Have students identify whether the individual shown in commercials have more than one career role.		
	See activities under: 7.10.3A (English) 4.10.4A (Math) 2.10.1A (Math, Social Studies, Business) 4.10.2A (English)		

OBJECTIVE: 3.10.3 **LEVEL:** 10 **SUBJECT AREAS:** Math, English, Social Studies

CONCEPT: Affirmative Action / Interdependence / Contributions / Stereotyping

PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To use the decision-making process effectively / To demonstrate a "spirit of equity" in accepting Contributions of others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners demonstrate an acceptance of tentative career choices made by others whether or not the work roles are considered traditional.	A. The Handicapped in Society (English / Social Studies) 1. Introduce film. List the types of handicaps depicted in "Some Men are More Equal Than Others". 2. Have students discuss various types of handicaps shown in the film and the consequences of them.	"Some Men Are More Equal Than Others"	1. The students will identify conditions in our society which have extended or restricted career choices of people with various handicaps.
Activities can also be appropriate to objectives: 1.10.1 4.10.3 7.10.1	3. Have students select and read literature dealing with the ways handicapped people have coped with the demands of society. 4. Have student identify the background and education needed for career positions held by the handicapped.		2. The students will identify ways in which people with the interest and ability to work with the handicapped are encouraged or discouraged from entering those careers.
	5. Have speaker from Mental Retardation program present the situation that individuals deal with in their career positions.	Resource person speaking on mental retardation.	3. The students will evaluate the costs of time, education, and training needed for a person to work in careers dealing with the handicapped.
	6. Have students question and discuss with the speaker the career opportunities for the mentally retarded.		4. The students will assess their own personal characteristics in relation to those needed to deal with the handicapped.

OBJECTIVE: 4.10.1 **LEVEL:** 10 **SUBJECT AREAS:** Math / Science
English / Social Studies

CONCEPT: Individual Differences / Occupational Preference

PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify how their career interests may be satisfied in two or more broad career areas.	A. Career Opportunities in the Military (Math, Science, English, etc.) Most of the military recruiters can make presentations concerning a wide area of careers. One common argument is the relationship to civilian careers of the training offered in the military. Math and science background is much more important with the sophisticated hardware now used.	Armed forces recruiter. Booklets and pamphlets published by the different services.	
Activities can also be appropriate to objectives: 4.10.3 5.10.1	1. Have students prepare positions about the different ways that subjects such as math, science, English, etc., are valuable to military or parallel civilian careers.		1. The students will identify how their own interests may be satisfied in two or more career areas discussed by the recruiter.
	2. Have recruiter explain the opportunities, costs, and limitations for men and women in the military.		2. The students will evaluate how much military careers are open to both men and women.
	3. Have students question the recruiter using the previously prepared items.		3. The students will evaluate the costs in time and training for pursuing military careers.
			4. The students will compare training offered by the military to the equivalent training acquired in civilian situations.
	4. Have students evaluate the advantages and disadvantages of acquiring career training in the military services.		5. The students will analyze their abilities in relation to a minimum of two career areas.
	See activities under objectives: 2.10.4A (English) 4.10.3A (English)		

OBJECTIVE: 4.10.2 **LEVEL:** 10 **SUBJECT AREAS:** English
CONCEPT: Career Choices / Equity
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To make wise choices and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will state several criteria which are valid for restricting careers to one sex or the other.	A. Theater Careers (English) This activity is one that should be coordinated; the reading of a play that is being presented at the theater. Arrangements need to be made with the theater to interview people in different career categories such as publicity, stage designer, and finance.	A Play. Theater learning trip. Resource persons from theater.	
Activities may also be appropriate to objectives: 4.10.3 4.10.4 6.10.1 6.10.3 13.10.3	1. Have students read, analyze, and discuss play for plot, characterization, etc.		
	2. Have students identify the various career roles needed for the production of plays at a theater.		1. The students will identify the various career roles needed to make a theater function.
	3. Have students identify why the theater can and needs to restrict acting to one sex or the other.		2. The students will state the criteria which validly restrict career roles to one sex or the other.
			3. The students will identify several occupational areas in the theater which are increasingly open to both men and women.
	4. Have students read roles. Compare and contrast the interpretations of the students with those of the theater staff.		
	5. Have students analyze the desired educational backgrounds and skills for each of the careers identified in the theater.		4. The students will analyze the time and education needed to develop successful competencies in careers in the theater.
			5. The students will identify possible family conflicts if they choose careers in the theater.
			6. The students will identify the rewards and the consequences of choosing a theater career.

OBJECTIVE: 4.10.3 **LEVEL:** 10 **SUBJECT AREAS:** Math / Science
English / Social Studies
CONCEPT: Entry Requirements
PROCESS: To demonstrate critical thinking skills / To gather, organize, analyze, and present data / To make wise choices and to live with the consequences of those choices / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will evaluate the costs involved in terms of time, education, and training when selecting a career. Activities may also be appropriate to objectives: 13.10.2	A. Computer Facilities Learning Trip (Math) This is for computer based classes or situations where it is desired to show how math can contribute to career opportunities.	Computer facilities learning trip School teletype terminal	
	1. Have students identify as many places as possible where computers are used and the functions saved by them.		
	2. Have students find and report on the education needed to work with computers.		1. The students will evaluate the amount of time needed to learn computer skills and the cost of acquiring the training.
	3. Have students review the operation of the teletype terminal.		
	4. Take students on learning trip to main computer facility.		
	5. Post trip: Have students list impressions of computer and how it looked and worked as compared to previous impressions.		
	6. Have students list things they learned which will help them in writing program.		2. The students will determine whether there are restrictions on people in the computer field because they are male or female.
	B. Developing Models for Futures Study (Social Studies / Futuristics)		
	1. Take students on learning trip to Case Western Reserve University to visit the computer center and to learn how the Phase II Project of the Club of Rome uses a computer model to examine alternative models.	Computer center learning trip	1. The students will contrast and compare the R. Buckminster Fuller model with that developed by the Club of Rome.
	2. Have students evaluate the model - Reading from Limits of Growth.	Limits of Growth, Universe, 1974.	
	3. Have students play "Global Futures Game".	"Global Futures Game", (Fuller model).	

CONTINUED 4.10.3 **LEVEL:** 10 **SUBJECT AREAS:** Math / Science
English / Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
	4. Have students assess and evaluate in discussions what they have learned from "Global Futures" and Limits to Growth. For additional activities see activity stated under objectives: 1.10.1B (Social Studies / English) 2.10.3A (Math) 2.10.4A (English) 3.10.3A (English / Social Studies) 4.10.1A (Math, Science, English etc.) 6.10.4A (Math)		2. The students will evaluate costs involved in being unable to predict the future. 3. The students will evaluate the costs in time and education to be able to select careers appropriate to the future.

OBJECTIVE: 4.10.4 **LEVEL:** 10 **SUBJECT AREAS:** Math
English
Social Studies

CONCEPT: Multiple Causation / Life Styles / Stereotyping

PROCESS: To demonstrate critical thinking skills / To engage in responsible, self-directive behavior / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list several occupational areas increasingly open to both men and women.	A. The Physically Handicapped (English) 1. Have students identify the handicaps faced by Karen.	Karen, Dell Books, 1952.	
	2. Have students analyze the restrictions faced by Karen and the skills and abilities which she possesses that need to be encouraged for development	"Some are More Equal Than Others"	1. The students will identify career opportunities for handicapped such as Karen.
Activities can also be appropriate to objectives: 1.10.1 7.10.1	3. Have students identify career areas open to those wishing to work with the handicapped.	Resource person in field of handicapped.	2. The students will analyze career roles open for people who wish to work with the handicapped.
	4. Have the students identify the interdependency between the handicapped and the non-handicapped.		3. The students will identify skills useful to serve the needs of the handicapped.
	5. Have the students identify cultural barriers faced by the handicapped.		4. The students will identify cultural barriers restricting career choices for the handicapped.
	For additional activities see activity listed under objectives: 1.10.1D (English) 1.10.2A (Social Studies / Economics) 2.10.2A (Math / Social Studies / Business) 2.10.4B (Math) 4.10.1A (Math, Science, etc.) 8.10.2A (Social Studies) 4.10.3A (English) 7.10.3A (English)		

OBJECTIVE: 5.10.1 **LEVEL:** 10 **SUBJECT AREAS:** Math / Social Studies
English / Science
CONCEPT: Equity / Affirmative Action
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will list several discriminatory practices in the work environment which one might help to change.	A. Migrant Worker in Literature: Discrimination (English) 1. Have students read The Grapes of Wrath.	The Grapes of Wrath, Bantam Books, 1962.	
	2. Have students identify descrimination against the migrant farm workers.	Handout: Plight of the migrant worker.	1. The students will list the discrimination faced by migrant workers in Grapes of Wrath.
	3. Have students discuss: a. The alternative lines of action open to Tom Joad. b. The choice which he made. c. The factors which led to his decision. d. The relative status of men, women, and children migrant workers.		
	4. Show filmstrip on migrant workers.	American Experience, "Migrant Workers", Nystrom, 1974.	
	5. Have students do research and collect data on legislative changes made to create fairer working conditions for migrant workers.		2. The students will evaluate how legislation has changed the legal status of migrant workers.
			3. The students will analyze how social and technological developments have changed the nature of careers as migrant laborers.
	6. Have students write short essays contrasting the situation of the migrant in Grapes of Wrath with the legal situation existing today.		4. The students will evaluate the relative roles of men, women, and children who are migrant laborers.

For additional activities the activities under objectives:
1.10.1B (Social Studies)
4.10.1A (Math, Science, English etc.)
3.10.1A (Social Studies)
7.10.3A (English)

OBJECTIVE: 5.10.2 **LEVEL:** 10 **SUBJECT AREAS:** English
Math
CONCEPT: Decisions / Expectation / Stereotyping
PROCESS: To gather, organize, analyze, and present data / To make wise choices and to live with the consequences of those choices / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify acceptable ways through which workers may cope with ethical questions confronting them.	A. Borrowing and Credit (Business Math) This activity would be combined with problems for calculating interest.	Math text Problems	
	1. Have students in the class go as individuals to a bank, a loan company, or a savings and loan association to get information on borrowing a sum of money, eg. $500.00 to purchase a car, stereo set, or some other durable or non-durable item.	Handouts to class explaining new credit regulations governing loans to women / minorities. Current articles from mass media dealing with credit cases and bias.	1. The students will list and evaluate the difficulties encountered while seeking loans. 2. The students will determine what different obstacles are encountered by men, women, juveniles, and minorities in acquiring loans.
	2. Have students present for discussion to the class the different forms of restrictions and biases which they confronted.		
	3. Using hourly pay differences which appear very small, have students calculate the total difference in income in a year's time.		3. The students will identify several acceptable ways to cope with biases which they may encounter.
	For additional activities in English see activities under objective: 3.10.2A		

OBJECTIVE: 6.10.1 LEVEL: 10 SUBJECT AREAS: English
CONCEPT: Consequences / Expectation / Stereotyping
PROCESS: To demonstrate critical thinking skills / To make wise choices and to live with the consequences of those choices / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify possible conflicts that may result when individuals select career goals different from the expectations of peers, family or the society at large.	A. The Individual and Society: Emerson and Thoreau (English) This brief suggestion for a lesson indicates how many of the items from literature deal with career choices and the conflicts involved in it.		
Activities may also be appropriate to objective: 10.10.3	1. Have the students comment upon the following quotation from Emerson's, "Self-Reliance", "There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion".	Self Reliance, Pauper Books, 1974.	1. The students will identify and analyze how Emerson's quotation relates to choosing and succeeding in careers. 2. The students will evaluate Emerson's quotation as it relates to them today.
	2. Have students answer the following questions: a. By what kind of people is Emerson's message of self reliance most needed? b. Do you feel it is needed in the Maple Heights Schools? c. Support your points by examples.		
	3. Have students read Walden and explain why Thoreau went to the woods.	Walden: Selected Writings of Henry David Thoreau, Bantam Books, 1975.	
	4. Have students answer these questions: a. What are some of the things Thoreau says we can do without? b. For each thing listed, state whether you agree or disagree with Thoreau and why.		3. The students will identify and evaluate the reasons Thoreau wrote Walden. 4. The students will analyze the responsibilities for the decisions made by Thoreau and compare them to citizens today. 5. The students will contrast the consequences of Thoreau's actions with the consequences of similar actions of individuals today.

For additional activities in English see activity under objective: 6.10.1A

OBJECTIVE: 6.10.2 LEVEL: 10 SUBJECT AREAS: English
CONCEPT: Multiple Causation / Traditional Roles / Stereotyping
PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values / To cope effectively with the unfamiliar

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify several coping behaviors one must possess to be successful in several different careers.	A. Self-Perceptions and Coping Behaviors (English / American Literature)		
	1. Have students read "The Lady's Maid".	Points of View, "The Lady's Maid", Mentor Books, 1968, pp. 29-33.	
	2. Have students analyze why the maid considers that this work is all she can do.		1. The students will identify the social behaviors the maid learned to cope with in her career.
	3. Have students describe why she didn't choose marriage.		
	4. Have students explain how she viewed herself.		2. The students will identify cultural obstacles faced by the maid in choosing her career.
	5. Have students compare the position of the maid to their own situation.		

OBJECTIVE: 6.10.3 LEVEL: 10
CONCEPT: Socialization / Consequences
PROCESS: To demonstrate critical thinking skills / To engage in responsible, self-directive behavior

SUBJECT AREAS: English
Social Studies
Counseling

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will appraise the relationship of choices to consequences after analyzing career situations.	A. Maturity-Growing Up (English) 1. Have students read novel.	Bless the Beasts and the Children, Doubleday, 1969.	
	2. Have a student read page 147 aloud where Cotton says that his group can do anything.		1. The students will analyze the consequences the characters experianced from their ways of accomodating reality.
	3. Have students describe where Cotton's statement is supported in the remaining chapters.		
	4. Have students analyze the personalities of Teft, Goodenow, Shecker, Lally 1, and Lally 2 as they appeared before their encounter with Cotton.		2. The students will identify and evaluate ways in which people's personalities can change through interaction with other people.
	5. Have students explain the personality changes that all experience before the end of the novel.		
	6. Ask students to evaluate whether the personality changes portrayed in the novel are realistic and to what people, factors, and experiences these changes can be attributed.		3. The students will evaluate who is responsible for the actions of the individuals who experienced the personality changes.
	For additional activities see activities under objectives: 2.10.4A (English) 4.10.3A (English) 14.10.2A (Social Studies / English / Counseling)		

OBJECTIVE: 6.10.4 **LEVEL:** 10 **SUBJECT AREAS:** English
Social Studies
CONCEPT: Expectation / Consequences
PROCESS: To assess personal interests, abilities, and values / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will analyze examples of social and technological developments and their effects upon individuals and careers.	A. Math Related Careers 1. Have students identify a number of careers which require the use of mathematics.		1. The students will identify a number of new and old careers which require the use of mathematics.
	2. Have students do research and describe in a short paper the level of mathematics needed for each identified career and where this math is learned.	Hello World, Addison-Wesley, 1975. Guidance office and library reference materials.	
Activities can also be appropriate to objectives: 4.10.4	3. The students will compare the costs of preparing for the career with the rewards of the career.		2. The students will evaluate the education and training needed to prepare for the career and the costs of preparation.
	For additional activities in English and Social Studies see activities under objectives: 1.10.1A 5.10.1A		

OBJECTIVE: 7.10.1 LEVEL: 10
CONCEPT: Career Choices / Entry Requirements / Stereotyping
PROCESS: To gather, organize, analyze, and present data

SUBJECT AREAS: English
Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify careers which are open to handicapped individuals.	A. Handicaps Are Not Totally Limiting (English) This activity would be appropriate as a culminating activity to a unit which has dealt with individuals having different handicaps yet have succeeded in some type of achievement. Possible material could include: Karen - Cerebral Palsey Charley - Mentally Handicapped Tom - Ethnic Handicap (Indian) Lisa - Psychologically and Emotionally Disturbed 1. Have students identify a number of career areas in which each of the individuals could succeed despite their handicap. 2. Have students hypothesize what opportunities they would have if they were to have specific handicaps.	Karen, Dell Books, 1952. When Legends Die, Dell. Flowers for Algernon, Bantam, 1966. Lisa: Bright and Dark, Signet, 1969.	The students will identify careers which can be successfully done by individuals with specific handicaps.

For additional activities in English and Social Studies see activities under objectives:
3.10.3A
4.10.4A

OBJECTIVE: 7.10.2 LEVEL: 10 SUBJECT AREAS: Math, Business, Social Studies
CONCEPT: Life Styles / Occupational preference / Entry Requirements / Stereotyping
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the physical, mental, social, economic, and educational requirements for a career that either men or women may do.	A. Mathematics Applications to Careers (Business Math) A resource person coming in from any one of a number of career areas gives the opportunity for students to discuss with that person the need for and level of math used in the career. The math applications can be calculated in class as math exercises.	Resource person from real estate firm, auto dealership, etc.	
	1. Have resource person present a description of the duties performed and the skills and education needed to perform them correctly.		
	2. Have resource person present some example of places where math is used in the career. e.g., Auto dealer representative (loan interest on purchasing, insurance, operating costs, repair costs, wage calculations); real estate representative (purchase price calculating, loan costs, real estate taxes, maintenance costs, selling costs, income calculations).		1. The students will identify the physical, mental, and social requirements for the career and evaluate whether these requirements restrict the career to either men or women.
	3. Have students question the speaker using ideas from the presentation and/or previously prepared materials.		2. The students will identify the positive and negative aspects of pursuing the career identified.
	For additional activities in social studies see activity listed under objective 1.10.2.		

OBJECTIVE: 7.10.3 LEVEL: 10 SUBJECT AREAS: English
CONCEPT: Interdependence / Equity / Stereotyping
PROCESS: To demonstrate critical thinking skills /
To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will indicate how both independent and group actions are necessary to complete an assigned job after analyzing the tasks required within given career situations.	A. Working With the Handicapped (English) This activity relates the problems of the handicapped as presented in literature to the career opportunities available in the Greater Cleveland community. This can follow a unit dealing with a book such as Karen.	Karen, Dell Books, 1952. Learning trip to Society for the Blind or Sunbeam School. Speaker from Society for the Blind or Sunbeam School.	
Activities are also appropriate to objectives: 3.10.2 5.10.1	1. Have speaker describe the careers related to working with the handicapped and the level of education and skills needed to pursue the careers.		1. The students will identify the various opportunities for both men and women in careers working with the handicapped.
	2. Have the students list the many opportunities open to them in working with the handicapped based on the guest presentation.		2. The students will indicate the need for independent and group action to provide needed services for the handicapped.
	3. Take students on field trip to Society for the Blind or Sunbeam School to observe, and where possible question those who work there and those who are cared for.		3. The students will identify the tasks required to serve needs of the handicapped.
			4. The students will identify unjustified discrimination encountered by the handicapped.

For additional activity in English see activity under objective 2.10.4A.

OBJECTIVE: 8.10.1 LEVEL: 10 SUBJECT AREAS: English
CONCEPT: Individual Differences / Socialization / Career Choices
PROCESS: To demonstrate critical thinking skills / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learner will list five career-family patterns open to men and women.	A. Self-regard and Career Choices (English / American Literature)		
	1. Have students read "This Is My Living Room" pages 21-26.	Points of View, "This Is My Livingroom", Mentor Books, 1968, pp. 21-26.	
	2. Have students identify and interpret the attitudes of the narrator toward his wife and children.		
	3. Have students contrast the career opportunities for Ellen Jean and Martha Kay to that of Rosie.		1. The students will identify a number of career-family patterns contrasting to that in "This Is My Living Room".
	4. Have students analyze why Rosie is unable to get out of the rut of being totally dominated by her husband.		2. The students will identify several cultural obstacles faced by Rosie.
	5. Have students identify the choices that would be open to Rosie today.		
Activities are also appropriate to objectives: 1.10.2 2.10.3	6. Have students describe other career-family patterns that could be open to a family.		3. The students will describe how the attitudes of the characters toward career roles were influenced by peers and their parents.

OBJECTIVE: 8.10.2 **LEVEL:** 10
CONCEPT: Multiple Causation / Multiple Roles / Stereotyping
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively
To engage in responsible, self-directive behavior

SUBJECT AREAS: English
Social Studies

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe ways in which the multiple roles one may fill affect and may be affected by career preference.	A. Role of the Citizen in the United States - Voting (Social Studies) This activity is especially appropriate to carry out during election campaigns.	American history texts.	
	1. Have students read text material and collect articles from the mass media. A chance for scrapbooks.	Reports, bulletin boards, scrapbooks.	
	2. Have students identify the various functions that are performed during an election campaign and who performs them.	Current newspapers & magazines.	1. The students will list the different career roles filled in an election campaign.
	3. Have students identify the various short term and long term career roles fulfilled during campaigns.	Films Filmstrips	2. The students will evaluate the need for and value of the various career roles in the election process.
Activities are also appropriate to objectives: 4.10.4	4. Have students evaluate the need for filling multiple roles. 5. Have students evaluate the roles for men and women in each of the career roles discussed.		3. The students will evaluate the restrictions and opportunities for men and women in the various political roles.
	6. Have students evaluate the need for wide citizen participation in a democratic society.		
	For additional activities in English see activities listed under objective 3.10.2A.		

OBJECTIVE: 9.10.1 **LEVEL:** 10 **SUBJECT AREAS:** English

CONCEPT: Individual Differences / Socialization / Career Choices

PROCESS: To demonstrate critical thinking skills / To assess personal interests, abilities, and values

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify the significance and consequences of several factors which may influence one's career decisions.	A. Sherlock vs. Mycroft (English / Pop Culture) 1. Have students discuss familial relationship (similarities in background) between Sherlock and Mycroft.	Great Stories of Sherlock Holmes, "The Great Interpreter", Ballantine, 1974.	1. The students will identify the similar talents and backgrounds of Sherlock and Mycroft.
	2. Have students note similar mental capacities between the two; e.g. definite control of deductive reasoning.		
Activities are also appropriate to objective: 9.10.2	3. Have students analyze possible reasons for choosing different careers.		2. The student will analyze the factors influencing the two to choose different careers.
	4. Home students analyze the possibilities and limitations on careers for persons with similar specified abilities.		3. The students will describe the personal qualities which the men expressed through their work.
	B. Individualism - and the Romantic Movement (English / Philosophy) 1. Assign students to use media center materials to establish a precise definition of romanticism.	Media Center / Library	
	2. Have students establish the basic philosophic tenet of romantic philosophy (Man has volition). 3. Have students discuss the idea of individualism in a historical context. 4. Have students consider the role of individual will in our society. 5. Have students evaluate the role of individual will in career choice. a. What will your role be within the career you choose? b. Relate your ideas to the romantic notion of change and the individual.		1. The students will identify how the romantic philosophy of individual will influences our career choices today in the U.S.
	For additional activities in English see activities listed under objectives 2.10.4A		

OBJECTIVE: 9.10.2 **LEVEL:** 10 **SUBJECT AREAS:** English, Speech

CONCEPT: Individual Differences / Occupational Preference

PROCESS: To gather, organize, analyze, and present data / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe personal qualities which can be developed and expressed through one's work.	A. Composing a Speech (English / Speech) 1. Have students choose a topic for a speech. 2. Have students collect data and organize a speech to present in class. 3. Have students present speeches for the class to critique. 4. Have students describe how the quality of being a good speaker can be developed through one's classwork. ——— For additional activities in English see activities listed under objectives: 9.10.1A 6.10.3A		The students will demonstrate speech making skills and explain how this quality can be developed through one's work.

OBJECTIVE: 10.10.1 LEVEL: 10 SUBJECT AREAS: English
CONCEPT: Consequences / Life Styles / Interdependence / Stereotyping
PROCESS: To demonstrate critical thinking skills / To engage in responsible, self-directive behavior / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe the elements of risk involved in choosing a career.	A. Behavior, Responsibilities (English / Children's Literature) 1. Have students read Wind in the Willows.	Wind in the Willows, Signet, 1967.	
	2. Have students discuss Toad's behavior as satire on the author's son's behavior. 3. Have students list Toad's activities. 4. Have students state the effects of Toad's specific activities upon his friends and upon his own health.		
Activities are also appropriate to objective: 10.10.2	5. Have students list the career choices most seriously considered by the characters.		1. The students will use career choices of the characters from Wind in the Willows to analyze limitations and risks on career choices.
	6. Have the students analyze and describe (a) the limitations and (b) the risks of their career choices.		2. The students will describe limitations and risks of choosing careers they might like.
	7. Have students compare the limitations and risks of the characters with their own career choices.		3. The students will evaluate the responsibilities of an individual for the outcomes of making career choices.

OBJECTIVE: 10.10.2 LEVEL: 10 SUBJECT AREAS: English
CONCEPT: Decisions / Consequences
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively / To make wise choises and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will evaluate the responsibilities for and outcomes of their decisions. Activities are also appropriate to objective: 12.10.3	A. Freedon of Choice - in Paradise Lost (English) 1. Have students read book V, pages 158-169, action between Abdiel and Satan. 2. Have students discuss the action occuring (emphasize lines 525, 526, 809, 819 etc.). 3. Have students compare and contrast Satan's arguments with Abdiel's arguments. 4. Have students analyze ways in which they can cope with peer pressures. For additional activities in English see activities listed under objectives: 6.10.1A 6.10.3A 10.10.1A	Paradise Lost, Book V, Appleton, Century, Crofts, 1961, pp. 158-169.	1. The students will evaluate the responsibility of Abdiel for the outcome of his decisions. 2. The students will apply the idea of responsibility for one's actions to their own lives. 3. The students will evaluate the relationship between the decision-making ability and attaining one's goals.

OBJECTIVE: 11.10.1 **LEVEL:** 10 **SUBJECT AREAS:** English
CONCEPT: Individual Differences / Entry Requirements
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the potential satisfactions of preferred occupations in relation to the values and needs of an individual.	A. Writing with Priorities (English / Writing Workshop) 1. Have the students list several of their own needs and values. 2. Have students classify number their list in order of priorities. 3. Have students infer the potential satisfactions in relation to each item on the list. 4. Have students write an organized essay explaining the data developed on their lists.		1. The students will write a logically organized essay which presents several personal needs and values in order of priority, and relates them in a congruent manner to a preferred occupation.

OBJECTIVE: 11.10.2 **LEVEL:** 10 **SUBJECT AREAS:** English
CONCEPT: Life Styles / Occupational Preference / Consequences
PROCESS: To demonstrate critical thinking skills / To make wise choices and to live with the consequences of those choices

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify a variety of life-styles which seem most compatible with personal characteristics and needs.	A. Lifestyles: Portrayals in Sounder (English) 1. Have students research material and define share cropping.	Sounder, Harper Row, 1969. Resource material on sharecropping from media center.	
	2. Have students read Sounder and compare and contrast their own life styles at age 8-10 with that of the central character.		
	3. Have students contrast the difference in their life styles with that of the boy in Sounder and their parents.		1. The students will explain how the personal characteristics and needs of the characters in Sounder led to their life styles and careers.
	4. Have students analyze the prejudices and problems faced by the character in Sounder and how they affected attitudes towards different life styles.		2. The students will describe how the personal qualities of the characters in Sounder were expressed in their career situations.
	5. Have students infer why they would or would not face the problems of the characters in Sounder.		3. The students will contrast their life situations to those illustrated in Sounder.

OBJECTIVE: 12.10.1 **LEVEL:** 10 **SUBJECT AREAS:** English
Social Studies
Math

CONCEPT: Individual Differences / Career Choices / Entry Requirements / Stereotyping

PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values / To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will analyze whether several career possibilities are compatible with their values, abilities, and needs.	A. Analyzing Careers (Math) 1. Have students prepare for resource person. a. Review borrowing money b. Review calculating insurance costs c. Discuss operating costs d. Discuss depreciation e. Discuss tax deduction costs	Text with percentage problems	
	2. Have students question dealership manager resource person on: a. Careers within the auto retail field b. Income/pay scales for employees c. Employee responsibilities	Newspaper articles on auto costs. The Retail Automobile Business, General Motors. Auto dealership manager as resource person.	
	3. Have each student evaluate his or her compatibility to careers in the auto retail field.		1. The students will identify several career possibilities and assess the compatability of the demands of each with their personal abilities, values, and needs.
	4. Have students identify cultural obstacles to choosing a career in the retail auto field.		2. The student will identify cultural obstacles for men and women in choosing a career in the retail auto field.
	For additional activities in English see activities under objectives: 2.10.4A 14.10.2A		

OBJECTIVE: 12.10.2 LEVEL: 10
CONCEPT: Career Choices / Individual Differences
PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively

SUBJECT AREAS: English
Journalism

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will evaluate the relationship between developed decision-making and problem-solving ability and the likelihood of attaining career goals.	A. Writing News Leads (English / Journalism) 1. Have students practice writing news leads from stories with leads cut off. 2. Have students identify the steps from cub reporter to editor. 3. Have students explain the steps in the decision making process. 4. Have students analyze the inportance of each step in the decision making process. 5. Have students evaluate the relationship between following the decision making process and achieving career goals in the media field. ——— For additional activities in English see activities listed under objective 10.10.3A.		The students will evaluate the relationship between following a logical decision making process and attaining career goals.

OBJECTIVE: 13.10.1 **LEVEL:** 10
CONCEPT: Entry Requirements / Career Choices
PROCESS: To demonstrate critical thinking skills / To engage in responsible, self-directive behavior

SUBJECT AREAS: Social Studies
Math
Business

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify the entry level skills necessary for success in careers of their choice.	A. Geometrical Constructions in Shop Projects (Math)		
	1. Have the students make a survey of the school building and record as many different geometrical constructions relating to "shop oriented field" as they can identify (plumbing, sheetmetal work, framing, railings, etc.).		
Activities are also appropriate to objective: 13.10.2	2. Have students make a bulletin board display using drawings, photos to illustrate geometric constructions found.		
	3. Introduce resource person who will present personal experience relating the use of geometry.	Toolmaker, machinist, or construction worker as resource person.	1. The student will identify math skills needed for entry into various careers related to shop oriented fields.
	4. Have students question resource person on how much geometry is needed for successful entry into and advancement within career fields described.		2. The students will identify skills which they have already learned or are learning.
	5. Have students calculate a number of problems related to the geometrical constructions identified.	General Math for Shop, McGraw Hill, 1969. Math problem sheet	3. Assess accurateness of problems on the problem sheet.
	B. Commissions (Percents) (Math)		
	1. Introduce the use of percents and commissions to the class.		
	2. Introduce insurance sales person to class to discuss the different ways percents are used in insurance business including salary calculations.	Insurance salesperson as resource	
	3. Have class question salesperson about equity of opportunity and pay for men and women in the field.	Materials used by insurance salesperson.	
	4. Have students calculate problems using percentages.	Math problem sheet	1. The students will identify different ways percents are used by insurance salesperson. Assess accurateness of problems on the sheet.

CONTINUED 13.10.1

LEVEL: 10

SUBJECT AREAS: Social Studies
Math
Business

LEARNING INTENT

LEARNING ACTIVITY

C. Writing Persuasive Composition (English)
This may use up to 3 weeks time.

1. Have pupils discuss procedures for debating in class.
2. Set up debate teams to discuss various topics, eg. capital punishment, abortion, teenage, school, local or national problems. (2 to 3 days)
3. Assign a composition to students on a debatable project of interest to them. (1 day)
4. Have students study organization of composition from Models and Excercises book. (2 days)
5. Have students observe and note organization and style of composition as presented in the filmstrip, Persuasion. (1 day)
6. Have students read and discuss compositions in class.
7. Have students identify and list the different careers in which this type of writing skill can be used.

For additional activities in Social Studies see activities under objectives:
1.10.2A
2.10.2A

MATERIALS

Models and Exercises
(Sample essays on argumentation)

Persuasion

EVALUATION

1. The students will identify writing skills they need to develop for careers they have a tentative interest in.
2. The students will identify the different careers where persuasive writing skills can be used.

OBJECTIVE: 13.10.2 **LEVEL:** 10
CONCEPT: Individual Differences / Career Choices / Entry Requirements
PROCESS: To gather, organize, analyze, and present data / To assess personal interests, abilities, and values

SUBJECT AREAS: English / Math
Social Studies / Business

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will identify the entry skills needed for possible preferred careers.	A. Math Skills Related to Careers (Math) 1. Have students interview 4 or 5 family members or acquaintances in different careers to determine what math skills are used. 2. Have students present findings to class. 3. Have students analyze and discuss which skills they have learned and which would be valuable to learn.	Descriptions of careers using math. Library references Interview people.	1. The students will identify the math skills already acquired in school. 2. The students will identify math skills used in specific careers which they can learn in school.

For additional activities in several subject areas see activities listed under objectives:
2.10.2A
4.10.3A

OBJECTIVE: 14.10.1 **LEVEL:** 10 **SUBJECT AREAS:** Social Studies
English

CONCEPT: Socialization / Education / Interdependence

PROCESS: To demonstrate critical thinking skills / To cope effectively with the unfamiliar /
To demonstrate a "spirit of equity" in accepting the contributions of and in interaction with others

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will describe the changing meaning of work in one's life in relation to other values and the effects this has on schooling and informal education.	A. Volunteerism in China (Social Studies) Method which can be used: Glasser Discussion Circle. 1. Have students define volunteerism. 2. Have students compare the work of the "Young Pioneers" with volunteerism in America.	Tradition and Change in Four Societies, Reading 1, Unit 4, Holt, Rinehart, Winston, 1968.	
	3. Have students state types of work that they are or have been involved with. 4. Have students identify skills learned as a volunteer which could help in later paid careers.		1. The students will describe the changing meaning of work as it relates to paid and volunteer careers.
	5. Have students hypothesize why people would volunteer. 6. Have students identify areas where volunteers could be useful in our school and community. 7. Have students speculate as to why the "Young Peoneers" volunteer and compare this with their personal motivations for volunteering (e.g. patriotism, fear). 8. Have students list reasons why some people in the U.S. today think volunteers should be paid and others think they should not.		2. The students will evaluate how volunteer activities can contribute to informal education and changed paid careers.
	9. Have students evaluate why there are different approaches to volunteerism in the U.S. and in China.		3. The students will contrast volunteerism between the cultures of China and the U.S.
	For additional activities in social studies see activities listed under objectives: 1.10.1A 1.10.1B		

OBJECTIVE: 14.10.2 **LEVEL:** 10 **SUBJECT AREAS:** Math / Social Studies English / Counseling

CONCEPT: Education / Career Choices / Socialization / Stereotyping

PROCESS: To demonstrate critical thinking skills / To use the decision-making process effectively / To engage in responsible, self-directive behavior

LEARNING INTENT	LEARNING ACTIVITY	MATERIALS	EVALUATION
The learners will specify changing work and leisure values which can affect lifelong learning and bring about career shifts.	A. Career Goal Planning - Research Paper (Social Studies / English / Counseling) Students will carry out research in selected past societal changes and infer how future changes will affect them. Literature, including biographies and novels, and studies of social change give good jumping off points. 1. Have students explain the content of a research proposal: a. problem b. subquestions c. goals d. objectives e. justification f. hypotheses g. resources h. procedures		
	2. Have the students identify two or three specific changes of work and leisure values in the U.S.		1. The students will identify and document some change in work and leisure values.
	3. Have students write their report analyzing how the identified changes have affected their parents and may possibly affect them.		2. The students will identify how the change in work and leisure values will affect them personally. 3. The students will infer how the changes will affect their need for lifelong learning.

For additional activities in math see activities listed under objective 2.10.3A.

APPENDIX A

ASSUMPTIONS, GOALS, AND OBJECTIVES FOR EQUITY CAREER EDUCATION

Basic Assumptions

Developers of curriculum for Equity Career Education identified program related assumptions under four catagories: (1) The Self; (2) The Individual and Society; (3) Role Expectations; and (4) The World of Careers. The assumptions identified were:

Self

- Individuals differ in aptitude, interest, strength, and weakness.
- Individual behavior is goal directed.
- Individual actions may have multiple causes.
- Each individual is distinctly human with an ability to make personally effective decisions and live with the consequences of those decisions.
- Individuals can strenghten their critical thinking and decision making skills through supervised practice.

Individual and Society

- Socialization affects role expectations which in turn affect career choices.
- Members of the working class have made substantial contributions to the life of society.
- Societal changes, including legislative practices, affect hiring practices, due process, and affirmative action.

O Members of the working class, both men and women, and persons from traditional and non-traditional backgrounds have made substantial contributions to the life of society.

O A democratic society accomodates a variety of lifestyles.

O Education is a formal and informal lifelong process.

Role Expectations

O Cultural sex role expectations affect career choices.

O Persons play multiple roles in life and their overall role is affected by occupational preference.

World of Careers

O Work roles are of traditional and non-traditional types.

O A wide variety of career opportunities are available in the society.

O Different careers carry with them different sets of responsibilities.

O The concept of equity extends to rewards as well as to responsibilities.

O Careers have different entry requirements some of which legitimately restrict the career(s) to members of one sex or another.

O Many career roles are interdependent.

Goals and Objectives

GOAL 1.0 The learners will recognize how differing sex role expectations in the conditioning process of socialization in our culture effect career choices.

THIRD GRADE

1.3.1 The learners will identify several emotions children have that are commonly attributed to girls or boys.

1.3.1A The learners will assess as acceptable, behavior of adults when expressing emotions freely which may be contrary to society's stereotypes.

1.3.1B The learners will use data they have collected to arrive at a generalization concerning people's emotions.

1.3.2 The learners will identify stereotyped personal attributes of men and women.

1.3.2A The learners will recognize that people are different from one another and that stereotypes of people are limiting.

1.3.3 The learners will identify the usual societal stereotypes about boys and girls as true or false.

SIXTH GRADE

1.6.1 The learners will name several men and women with different work values and specify those values.

1.6.1A The learners will correctly match a work value associated with a specific occupation.

1.6.2 The learners will identify roles typically expected of men, and those typically expected of women.

1.6.2A Students will demonstrate an understanding of the term stereotyping.

1.6.2B Learners will identify methods used by the media to stereotype roles.

1.6.3 The learners will list special personal traits needed for success in certain occupations.

EIGHTH GRADE

1.8.1 The learners will identify role expectations for men and women by ethnic groups within the community.

1.8.1A The learners will identify role conflicts in the lives of women and evaluate them in terms of the community's values.

1.8.2 The learners will list several societal trends and changing life patterns which have contributed to women's increased participation in work and community (i.e., technology, population explosion, birth control, part time jobs, day care centers, legislation and federal regulations, women's movement, new life styles, continuing education, breakdown of occupational and career stereotypes).

1.8.2A The learners will analyze how technological developments have contributed to an altered participation in work and community roles.

TENTH GRADE

1.10.1 The learners will identify how several elements within our culture have contributed to the extension of or restriction of career choices by men and women.

1.10.1A The learners will recognize factors that influence horizontal and vertical mobility for workers in China.

1.10.1B The learners will recognize factors that influence horizontal and vertical mobility for workers in the Soviet Union.

1.10.2 The learners will identify several cultural and family obstacles for men or women choosing given careers.

GOAL 2.0 The learners will become aware of the changing career roles of men and women in today's society and the consequential effects these changing roles have on human behaviors, thoughts and feelings.

THIRD GRADE

2.3.1 The learners will identify male and female workers who are in what currently are considered non-traditional roles.

2.3.2 The learners will identify occupations that typically have been considered traditionally reserved for men or women.

2.3.3 The learners will list two successful people they know who are workers with non-traditional occupations.

2.3.3A The learners will be able to write an effective report on workers in non-traditional occupations.

SIXTH GRADE

2.6.1 The learners will describe the changing roles of men and women in the labor force.

2.6.1A The learners will compare how roles have changed from former days to the present.

2.6.1B The learners will predict how changes in roles may occur in the future.

2.6.1C The learners will find examples of role stereotyping.

2.6.2 The learners will list advantages and disadvantages of mothers and fathers working outside the home.

2.6.2A The learners will understand information gathering steps.

2.6.2B The learners will understand graph construction by completing one of the three types of graphs. (bar, line, picture.)

2.6.2C The learners will present information in a clear concise presentation.

EIGHTH GRADE

2.8.1 The learners will specify compromises that men and women may have to make choosing certain careers.

2.8.2 The learners will identify the changing roles of men and women within careers.

TENTH GRADE

2.10.1 The learners will contrast the American work ethic at the turn of the century with the contemporary work ethic.

2.10.2 The learners will describe changes within modern society which illustrate how the division of labor between sexes has been affected.

2.10.3 The learners will describe how several given attitudes of adults and peers influence career opportunities and choices.

2.10.4 The learners will identify changed behaviors, thoughts, and feelings caused by changing career roles.

2.10.4A The learners will identify their own feelings and apply the processes of synthesis, analysis, and evaluation to them.

GOAL 3.0 The learners will demonstrate an acceptance of workers in non-traditional work roles and recognize the social contribution all workers have to society.

THIRD GRADE

3.3.1 The learners will analyze contributions made by men and women and identify the qualifications needed to make those contributions.

3.3.2 The learners will infer that contributions made by most workers can be made by either a man or a woman.

3.3.3 The learners will identify as acceptable non-traditional career choices made by men and women.

SIXTH GRADE

3.6.1 The learners will differentiate between statements that evoke acceptance and non-acceptance to non-traditional work roles.

3.6.1A The learners will show understanding of fact, opinion, and prejudice by displaying elements of each in a presentation to the class.

3.6.2 The learners will list men and women in new or unusual occupations which are one's s(he) would like to learn more about.

3.6.3 The learners will generalize that each individual has unique contributions to make to society through their occupations.

3.6.3A The learners will construct prototypes of contributions made by persons in various occupations.

EIGHTH GRADE

3.8.1 The learners will accept as proper the placement of men and women in non-traditional career roles.

3.8.2 The learners will identify women who have made contributions in math related career areas often considered exclusively the province of men.

TENTH GRADE

3.10.1 The learners will identify the social contributions of men and women in both traditional and non-traditional career roles.

3.10.2 The learners will explore their interests and abilities in careers which are both traditional and non-traditional for men and women.

3.10.3 The learners will demonstrate an acceptance of tentative career choices made by others whether or not the work roles are considered traditional.

GOAL 4.0 The learners will recognize the variety of career opportunities available and the increased career options resulting from societal change and from legislation effecting hiring practices, due process, and affirmative action.

THIRD GRADE

4.3.1 The learners will match occupations to the correct career cluster.

4.3.2 The learners will identify occupations which require restrictions to one sex or the other.

4.3.3. The learners will identify rule changes as a method of increasing career options.

SIXTH GRADE

4.6.1 The learners will see themselves as having a variety of career options in life not limited by sex biases.

4.6.2 The learners will recognize the contribution of legislation regarding equal rights and the impact on society especially regarding the female.

4.6.2A The learners will identify several legislative moves and the implications regarding expanded occupational outlook for women.

EIGHTH GRADE

4.8.1 The learners will list cultural changes and legislation as major factors in expanding career opportunities.

TENTH GRADE

4.10.1 The learners will identify how their career interests may be satisfied in two or more broad career areas.

4.10.2 The learners will state several criteria which are valid for restricting careers to one sex or the other.

4.10.3 The learners will evaluate the costs involved in terms of time, education, and training when selecting a career.

4.10.4 The learners will list several occupational areas increasingly open to both men and women.

GOAL 5.0 The learners will demonstrate knowledge that different careers have different responsibilities and that equity in pay and work responsibilities can be demanded by all.

THIRD GRADE

5.3.1 The learners will compare and contrast the duties and responsibilities of different occupations.

5.3.1A The learners will match job responsibilities to appropriate salaries.

SIXTH GRADE

5.6.1 The learners will identify evidence of bias in pay in examples of inequitability.

5.6.1A The learners will construct a graph which clearly communicates the wage structure.

5.6.1B The learners will use proper interview techniques.

5.6.2 The learners will realize the importance of contributions of both men and women and surmise that rewards should be the same and that sex does not determine importance of achievements in careers.

5.6.2A The learners will experience an inequity in rewards for the same task and record feelings.

EIGHTH GRADE

5.8.1 The learners will identify several sex stereotypes which may retard opportunities for men and women in certain careers.

5.8.2 The learners will identify present inequities in pay for men and women in identical occupations.

5.8.2A The learners will be able to construct an accurate graph depicting these inequities.

TENTH GRADE

5.10.1 The learners will list several discriminatory practices in the work environment which one might help to change.

5.10.2 The learners will identify acceptable ways through which workers may cope with ethical questions which confront them.

GOAL 6.0 The learners will develop adapting and coping behaviors for our changing society to deal with nonacceptance by society of non-traditional careers and will demonstrate an understanding of increased career options available to students.

THIRD GRADE

6.3.1 (Note: In Grade 3 it was felt that the concepts in this goal could be best dealt with in goals 1.0 and 2.0 in general and in the upper grades in particular.)

SIXTH GRADE

6.6.1 The learners will demonstrate acceptance of females and males in both active and passive activities.

6.6.1A Students will understand that assuming active roles is a part of each person's life and that the degree of development of skills to partake in active roles is an indication of the degree of success possible.

6.6.2 The learners will identify stereotyped statements about men and women and isolate those which are not true.

EIGHTH GRADE

6.8.1 The learners will identify conflict situations arising from non-traditional career choices and state alternative ways of coping, adapting or accepting the situation.

6.8.2 The learners will identify factors necessary to success in a career.

6.8.2A The learners will identify how discriminatory employment practices affect success.

6.8.3 The learners will identify how emotions can have both a negative and positive effect on their ability to accomplish tasks.

TENTH GRADE

6.10.1 The learners will identify possible conflicts that may result when individuals select career goals different from the expectations of peers, family, or society at large.

6.10.2 The learners will identify several coping behaviors one must possess to be successful in several different careers.

6.10.3 The learners will appraise the relationship of choices to consequences after analyzing career situations.

6.10.4 The learners will analyze examples of social and technological developments and their effects upon individuals and careers.

GOAL 7.0 The learners will recognize that people are interdependent in their careers and that aptitudes, interests, strengths, and weaknesses differ among people for reasons other than such variables as sex or ethnicity.

THIRD GRADE

7.3.1 The learners will summarize ways in which people in a community are interdependent.

7.3.1A The learners will explain in diverse activities of people in the community.

7.3.2 The learners will conclude that people work at different jobs because they have different interests, aptitudes and abilities.

SIXTH GRADE

7.6.1 The learners will infer from examples specific definitions for the terms: aptitude, interest, and values.

7.6.1A Through construction of folders about each student's aptitudes, interests, and values, the class will see that each individual has different personality traits.

7.6.2 The learners will identify how workers depend upon one another.

7.6.2A The learners will play the role of workers in a work situation.

7.6.3 The learners will acknowledge when in a group situation that their task must be completed before final results can occur.

EIGHTH GRADE

7.8.1 The learners will identify the importance of a groups' cooperation and interdependence in completion of a project.

7.8.2 The learners will reject sex and/or ethnicity as acceptable reasons for differences in aptitudes and career interests.

7.8.3 The learners will conclude that both independent and group activities may be necessary for completing tasks in a work situation.

TENTH GRADE

7.10.1 The learners will identify careers which are open to handicapped individuals.

7.10.2 The learners will identify the physical, mental, social, economic, and educational requirements for a career that either men or women may do.

7.10.3 The learners will indicate how both independent and group actions are necessary to complete an assigned job after analyzing the tasks required within given career situations.

GOAL 8.0 The learners will be aware of the multiple roles one may fill and ways they affect and may be affected by occupational preferences.

THIRD GRADE

8.3.1 The learners will identify family roles and list elements in each.

8.3.2 The learners will describe roles outside the family, such as community workers roles.

  8.3.2A The learners will use exact describing words to write three paragraphs that describes a community worker.

8.3.3 The learners will identify the multiple roles a person fills and the need for compatibility among them.

8.3.4 The learners will describe ways people fill both traditional and non-traditional roles.

  8.3.4A The learners will infer cause and effect relationships in reading material related to traditional and non-traditional roles.

SIXTH GRADE

8.6.1 The learners will describe family patterns in which men and women have equal roles in work outside of the home and home management.

8.6.1A The learners will understand that certain aspects of occupations, such as time, location and nature of work may cause members of families to give up usual responsibilities and take on new roles not usually assumed by that person.

8.6.2 The learners will describe how differing work and family patterns may require different kinds and amounts of energy, participation, motivation and talent.

8.6.2A The learners will be able to draw a conclusion to a problem based on given information.

EIGHTH GRADE

8.8.1 The learners will list personal goals or values which might be satisfied through a combination of career, community, social, and family roles.

8.8.2 The learners will identify the effects of one's life pattern upon one's personal development and family life.

TENTH GRADE

8.10.1 The learners will list five career-family patterns open to men and women.

8.10.2 The learners will describe ways in which the multiple roles one may fill affect and may be affected by career preference.

GOAL 9.0 The learners will evaluate their own interests, aptitudes, abilities, and values and understand they have the right and opportunity to make career choices based on that evaluation.

THIRD GRADE

9.3.1 The learners will identify their personal interests, abilities, and values.

9.3.2 The learners will compare and contrast their own interests, abilities, and aptitudes with a worker of the opposite sex.

SIXTH GRADE

9.6.1 The learners will describe ways s(he) sees self as similar to or different from the workers in non-traditional occupations.

9.6.1A The learners will compare and contrast their skills and abilities with various role models in non-traditional occupations.

9.6.2 The learners will realize that they have unique interests through comparisons of their self studies with other classmates.

9.6.2A The learners will give positive reactions to the presentation using visual aids

9.6.2B The learners will react to unique interests or hobbies.

9.6.2C The learners will rate their interest levels.

9.6.2D The students will develop a plan of action to learn a new skill.

9.6.3 The learners will choose one task for which they are qualified and interested.

9.6.3A The learners will record frustrations of workers assigned to tasks for which they have no interest.

EIGHTH GRADE

9.8.1 The learners will describe their personal abilities, energies, goals, motivations, and tastes, and relate these to a variety of possible life roles.

9.8.2 The learners will specify several non-traditional career roles in which they have the ability and which they could pursue if they desired.

TENTH GRADE

9.10.1 The learners will specify the significance and consequences of several factors which may influence one's career decisions.

9.10.2 The learners will describe personal qualities which can be developed and expressed through one's work.

GOAL 10.0 The learners will demonstrate self direction and acceptance of responsibility for their own behavior.

THIRD GRADE

10.3.1 The learners will list work tasks they fulfill regularly and identify reasons why they fulfill them.

10.3.1A The learners will practice the expansion of a sentence pattern using learners' work tasks as subjects.

10.3.2 The learners will devise individual plans for solving problems.

SIXTH GRADE

10.6.1 The learners will state possible ways of overcoming barriers to selection of non-traditional work roles.

10.6.1A The learners will understand the term barriers and that legislation is one way of overcoming barriers.

10.6.1B The learners will understand the term non-traditional occupation by listing men and women in non-traditional occupations.

10.6.1C The students will gain firsthand information of legislative procedure.

10.6.1D The students will list barriers overcome by persons in non-traditional roles in legislature.

EIGHTH GRADE

10-8-1 The learners will identify those factors over which they have the most and least control in pursuing employment opportunities.

10.8.1A The learners will appraise the effectiveness of protest as a means of managing their destiny.

10.8.2 The learners will distinguish between individual career aspirations and the expectations held by others, and be able to identify the supporting and hindering factors within such situations.

TENTH GRADE

10.10.1 The learners will describe the elements of risk involved in choosing a career.

10.10.2 The learners will evaluate the responsibilities for and outcomes of their decisions.

GOAL 11.0 The learners will have an awareness of preferred life styles and will choose from a variety of careers which are in harmony with their personal value structure.

THIRD GRADE

11.3.1 The learners will identify elements of a person's lifestyle and match them to a career that is compatible.

11.3.2 The learners will describe a lifestyle which would meet their own interests and values and select a career which would be compatible with the stated interests and values.

11.3.2A The learners will write reports on lifestyles and careers based on facts gathered from one or more sources.

SIXTH GRADE

11.6.1 The learners will explain those life styles which are different from their own.

11.6.1A The learners will choose their preferred life styles.

11.6.1B The learners will predict changes their life style choice may undergo.

11.6.2 The learners will identify life style needs and occupations which are in conflict with the preferred occupations.

11.6.2A The learners will identify occupations related to their personal abilities and values.

11.6.2B The learners will examine ways to resolve differences between ideal life style and occupation.

EIGHTH GRADE

11.8.1 The learners will identify lifestyles which appear most compatible with their own value structure.

11.8.2 The learners will specify the consequences of different life styles on family, leisure, and employment.

TENTH GRADE

11.10.1 The learners will identify the potential satisfactions of preferred occupations in relation to the values and needs of an individual.

11.10.2 The learners will identify a variety of life-styles which seem most compatible with personal characteristics and needs.

GOAL 12.0 The learners will demonstrate the use of the decision making process with consideration for their personal abilities, values, and needs when considering career choices.

THIRD GRADE

12.3.1 The learners will be able to identify the steps in the decision-making process.

12.3.2 The learners will use the decision-making process to formulate a plan for accomplishing a group project that will meet the values, interests, and abilities of the individual's involved.

SIXTH GRADE

12.6.1 The learners will select factors which show an awareness of personal needs and values, and their relationship to career choice.

12.6.1A The learners will gather information and compile the results on graphs.

12.6.1B The learners will show proper interview techniques.

12.6.2 The learners will identify and order the decision making steps to be used in making a decision.

12.6.2A The learners will develop a plan of action to correct a problem.

12.6.2B The learners will come to a decision.

EIGHTH GRADE

12.8.1 The learners will describe implications of a tentative career plan one selected aspects of life such as marriage, family, leisure, community.

12.8.2 The learner will specify the relationship between present coursework and specified career choices.

TENTH GRADE

12.10.1 The learners will analyze whether several career possibilities are compatible with their values, abilities, and needs.

12.10.2 The learners will evaluate the relationship between developed decision making and problem solving ability and the likelihood of attaining career goals.

GOAL 13.0 The learners will demonstrate entry level skills and recognize their importance in enabling one to choose careers on the basis of equity.

THIRD GRADE

13.3.1 The learners will identify the entry skills needed for particular occupations and describe alternative means of developing those skills.

13.3.1A The learners will write sentences expanding the noun-verb-noun sentence pattern using entry level skills as the subject.

13.3.2 The learners will list the skills and qualifications necessary to perform the duties and responsibilities of a particular occupation.

13.3.2A The learners will be able to write an advertisement for a job which includes a job description and the skills necessary for satisfactory performance.

13.3.3 The learners will identify criteria that an employer concerned with hiring practices that are fair and just would consider when hiring a worker.

SIXTH GRADE

13.6.1 The learners will identify academic courses whose completion will aid in the achievement of that goal.

13.6.1A The learners will recognize that some occupational goals will require the same or similar academic preparation.

13.6.2 The learners will describe how his/her success in academic and non academic skills can affect his/her future work roles.

EIGHTH GRADE

13.8.1 The learners will identify similar skills that are required for use in different occupations.

TENTH GRADE

13.10.1 The learners will specify the entry level skills necessary for success in careers of their choice.

13.10.2 The learners will identify the entry skills needed for possible preferred careers.

GOAL 14.0 The learners will recognize that education is both an informal and formal lifetime process for both men and women.

THIRD GRADE

14.3.1 The learners will list different ways of learning and will organize them into formal and informal learning categories.

14.3.2 The learners will give examples of the progression of learning throughout life and examples of things they can learn at the various stages.

14.3.2A The learners will write reports which have effective and correct sequencing of lifetime learning events.

SIXTH GRADE

14.6.1 The learners will identify how skills learned in school make leisure time enjoyable.

  14.6.1A The learners will make leisure time enjoyable by gaining proficiency in a skill.

14.6.2 The learners will respond positively to statements regarding the value of lifelong education.

14.6.3 The learners will understand that educational preparation varies for different occupations.

  14.6.3A The learners will list specific educational preparation needed for certain occupations.

  14.6.3B The learners will conclude that certain skills are already mastered.

EIGHTH GRADE

14.8.1 The learners will give reasons why certain occupations have become extinct and explain the consequences of such extinction upon workers in those occupations.

14.8.2 The learners will describe how technical and social changes affect a person's career.

TENTH GRADE

14.10.1 The learners will describe the changing meaning of work in one's life in relation to other values and the effects this has on schooling and informal education.

14.10.2 The learners will specify changing work and leisure values which can affect lifelong learning and bring about career shifts.

APPENDIX B

LEARNING TRIPS

Learning trips provide a unique opportunity for learners to observe first-hand the relation between what they do in school and what they will apply it to in the larger community. Learning trips also provide an excellent opportunity to plan a learning experience that meets the individual needs of many learners for whom the traditional classroom setting is too limiting.

Suggestions on using learning trips follow:

Planning

1. Define and list the unique objectives to be accomplished by the trip.

2. Determine the most appropriate location to meet the objectives.

3. Contact a responsible person at the location to ascertain your welcome and who your contact will be.

4. Call your contact and discuss:
   - A. the date and time of your proposed visit
   - B. the objectives you hope to accomplish
   - C. the size of your group
   - D. the amount of time to be spent at the site
   - E. the need for and the number of chaperones
   - F. the expenses, if any, at the site
   - G. the use of cameras and/or tape recorders
   - H. the plans for lunch, if appropriate

5. Arrange for transportation.

6. Obtain administrative approval for the trip and, if possible, funding for transportation and expenses.

7. Discuss the trip with your students. Allow for as much input from students as possible. Discuss:
   - A. Guidelines for behavior;
   - B. Proper dress and grooming;
   - C. Courtesy toward host and chaperones;
   - D. General and any special rules and regulations for safety during the visit and during travel times.
   - E. A questionnaire or list of things to look for on the trip based on the objectives;
   - F. Usefulness of note taking, tape recording and (if permission has been granted), picture taking.

8. Obtain permission slips from parents and explain briefly the purpose of the trip and ask for volunteer chaperones if necessary.

Evaluation and Follow-Up

1. Evaluate the impact of the trip with students.
   - A. Identify things they learned on the trip that will help with their current studies.
   - B. Describe any new activities they observed on the trip.
   - C. Make a list of questions that were not asked for any reason, or were not thought of in time to be asked.
   - D. Decide how to use and display information, pictures, and other materials gathered on the trip to meet trip objectives.

2. Write a thank you letter to your host that includes pertinent comments from yourself and the students. Part of the letter may be an invitation to the host to visit the classroom to answer some of the questions raised by your evaluation. Send a copy of this letter to your administrator.

3. Record and classify the field trip for future use.

Checklist

_____Detailed educational objectives are formulated.

_____The host is familiar with and in agreement with the detailed plans.

_____Administrative approval and parental clearances have been granted.

_____The students are well prepared.

_____The students will be supervised and chaperoned.

_____A follow-up and evaluation is planned.

_____Plans are made to express the student's appreciation to the hosts.

_____The learning trip information is recorded and filed.

Learning trips have a high priority ranking in the Maple Heights Equity Career Education Program. We believe that children learn in many ways and in many places. We have made an effort to expand our learners' classrooms to meet their individual needs and enrich their learning experiences.

Equity career education concepts were added and infused into many learning trips already a part of the Maple Heights curriculum.

Additional trips were planned to meet the program goals and objectives. The following sites were visited by one or more groups during the 1975-76 school year.

Bobbie Brooks Clothing
Burke Lakefront Airport
Cleveland Aquarium
Cleveland Cultural Gardens
Cleveland Health Museum
Cleveland Lakefront Stadium
Cleveland Museum of Art
Cleveland Plain Dealer
Cleveland Playhouse
Cleveland Public Library, Main Branch
Cleveland Society for the Blind
Cleveland Terminal Tower
Crawford Auto-Aviation Museum
Donald Gray Gardens
Dunham Tavern Museum
Front Row Theater
General Motors, Terex Division
Goodtime River Tour
Goodyear Tire and Rubber Company
Home and Flower Show
Kohl's Farm
Lake Erie Junior Science and Nature Center
Maple Heights City Hall, Police Department, and Fire Department
Maple Heights Press
Math Olympiad
Merrill, Lynch, Pierce, Fenner, and Smith
Municipal Court, Bedford, Ohio
Museum of Natural History
NASA - Lewis Research Center, Brookpark, Ohio
Port of Cleveland
Reinecker's Bakery
Sea World of Ohio
Severance Music Hall
Sherl-Roth Company
Stan Hywet Hall, Akron, Ohio
State Capitol, Columbus, Ohio
Tamsin Indian Village, Cuyahoga Falls, Ohio
Tour of Cleveland
United States Post Office, Main Branch
Warrensville Planetarium
Western Reserve Historical Society

COMMUNITY RESOURCE PERSONS

Purpose

Resource persons in the community can provide an alternative teaching strategy for teachers determined to meet the individual needs of their students.

Procedures for Involvement

1. Decide that a resource person would be an interesting and unique alternative teaching strategy.
2. Select the resource person from in school, a parent, or outside school.
3. Discuss resource person's planned visit with administrator for approval.
4. Plan the visit with students and the resource person to obtain maximum benefit.
5. During the resource person's presentation, provide assistance or guidance of discussion if necessary.
6. Plan follow-up activities to the visit using information gained from the presentation.
7. Send thank you note to resource person.
8. Provide for evaluation of resource person's visit by learners, teacher, and resource person.
9. Record information on resource person for future references.

Sources

There are several sources within the school district that could serve directly or as sources of information regarding resource persons. They include: students and teachers; school administrative staff; school volunteers; and classified school staff.

Sources which are helpful outside the school include: parents; community organizations; business, labor, industry, and professional groups; school-community advisory committees; and volunteer organizations.

Cluster Concept

The career clusters also can provide ideas for resource persons. There are more than 23,000 job titles in the United States today. That number will increase yearly.

It is impossible to study each job individually. But it is possible to study groups of similar occupations.

The United States Office of Education has developed just such an approach. It is the cluster concept.

All occupations are grouped under one of the 15 general categories, or clusters. These clusters contain all levels of positions from unskilled workers through highly technical and professional occupations.

There is some overlap of jobs from one cluster to another. This is because specific skills may be applicable to jobs in more than one career cluster.

The following are just a few occupations within the clusters which will produce new, original and unexpected ideas for sites and people within the community to contact as resource persons and places.

CAREER CLUSTERS

Agribusiness and Natural Resources

This career cluster includes those who produce, care for, manufacture, and/or sell the by-products and associated tools related to plants and animals. Also, included are the removal of nature's riches from the earth and using the land to raise animals and crops.

Occupations in this area:

horticulturist
crop farmer
poultry & livestock producer
crop duster
irrigation engineer
archaeologist
geologist

landscaper
tree surgeon
farm machinery - operator
grain & seed producer
fish & wildlife conservationist
veterinarian

miner

Business and Office

Occupations in this area include all types of work necessary for running a business or office efficiently. People engaged in this cluster have knowledge of all types of machines such as: typewriter, dictaphone, computer, copier, and calculator. Keeping records and files of goods, services, transactions, and contracts made by or for the consumer are an important function of workers in this cluster.

Occupations in this area:

bookkeeper
computer operator
typist
broker
tax clerk
project secretary
proofreader

receptionist
realtor
data processer
accountant
teller
systems analyst
underwriter
bank manager

claims expeditor

Communications and Media

Workers in the field of communications and media convey ideas, events, facts and entertainment to the public through verbal, pictorial, or electronic means.

Occupations in this area:

Electronic

audio tapes editor
broadcast technician
satellite & laser worker
telephone lineworker
telegrapher
Radio engineer
disc jockey
installer
movie projectionist
teleprompter operator
television camera technician

Oral-Physical

music arranger
radio-television announcer
theater director
entertainer
actor
poetry reader
costume designer
athlete
musician
stage manager
writer
make-up artist

Graphic

billboard painter
ad writer
typesetter
bookbinder
publisher

news reporter
illustrator
compositor
engraver
scene designer

Construction

People in this cluster work with site planning, operation of heavy equipment, crafts, and building trades; providing community service, and the building of bridges, highways, homes, schools, churches, dams, industrial and office buildings, and parks.

Occupations in this area:

surveyor
contractor
designer
architect
hod carrier
civil engineer

bricklayer mason
electrician
plumber
carpenter
bulldozer operator
sheet metal worker

Consumer and Homemaking

Consumerism is an integral part of life and is closely involved with homemaking. Persons from retail stores, food markets, and restaurants; or guest speakers in interior and fashion design can supply information for entry into this cluster that includes jobs where the qualify of food, clothing and textiles, home furnishings, and family life are preserved.

Occupations in this area:

clothing designer
waiter
butcher
clerk chef
cabinet maker
baker
homemaker
cashier

stock clerk
furniture repairer
refinisher
produce clerk
caterer father
mother upholsterer
grocer
salesperson

Environment

Ecology and conservation are vital issues in the world today. Environmental science occupations include those who provide the support, engineering, or research functions which permit maximum balance between man and his environment.

Occupations in this area:

marine scientist
conservationist
recycler
space technologist
environmental engineer

air, water & soil purification-specialist
junk dealer
ecologist
reclamation planner

Fine Arts, Humanities, and Religion

People who work in this career cluster record, enlarge and perpetuate our human culture through religion, art, music, ideas, literature, and the study of humanity.

Occupations in this area:

choreographer
pastor
musician
stage hand
professor
philosopher
deacon

physicist
sociologist
poet
historian
chorister
director
artist
anthropologist
author

Health

The field of health has a broad scope of career possibilities. They include those who work directly or indirectly for those who are sick or hurt. They may also be involved in research, laboratory work, or technological and practical assistance to those who deal directly with patients.

Occupations in this area:

paramedic
lab technician
surgeon
anesthesiologist
medical records librarian
orderly
dietician
dentist

biochemist
mental hygienist
pharmacist
nurse
illustrator
physical therapist
x-ray technician
physiatrist

Hospitality and Recreation

Leisure time is an important aspect of everyone's life. It would be meaningful to look at and talk to people who are involved in such areas as sports, crafts, travel, and motel operation.

Occupations in this area:

motel & hotel operator
amusement park barker
tour guide
boat builder
golf & tennis professional

recreation department coordinator
hobby & craft supplier
marina operator
swimming pool operator
park ranger

Manufacturing

Manufacturing occupations include those who are responsible for the production of goods upon which both society and the individual depend. To better acquaint yourself with the process of manufacturing, try some firsthand observations at factories or invite guest speakers to explain the many facets of manufacturing products from raw materials.

Occupations in this area:

tool & die maker
assembler
engineer
sewing machine operator
supervisor
solderer
safety director

test pilot
market analyst
consumer research specialist
welder
research & development analyst
quality-control analyst

personnel manager

Marine Science

Marine science includes all jobs concerning the oceans and the plants, animals, and minerals in the oceans.

Occupations in this area:

marine biologist
whaler
fisher
waterway engineer
oil & mineral explorer

treasure hunter
oceanographer
mineralogist
scuba diver
marine agriculturalist

Marketing and Distribution

Marketing and distribution occupations include those who work to deliver goods and services to the consumer public.

Occupations in this area:

market analyst
shipping clerk
warehouse worker
salesperson

traffic and transportation specialist
advertising executive
parcel handler
clothing and furniture merchandiser

Personal Service

Our society relies on personal services everyday. People who work in this cluster include those who deal directly with the consumer in terms of providing specific skills and services which the consumer seeks out and for which he expects to pay. Their primary aim is to provide those unique services which add to consumer comfort, enjoyment, and wellbeing.

Occupations in this area:

barber
cosmetologist
shoe repairer
real estate agent
car washer
dry cleaner
hairstylist
social director
photographer

day-care aids
flight attendant
tailor
undertaker
pet gromming, boarding & training - specialist
valet
gas station attendant
travel agent

Public Service

Public service personnel fill a vital need in our community. They provide safety, instruction, guidance, and educational, constitutional, legal and social benefits.

Occupations in this area:

lawyer judge
firefighter
caseworker
community aids
probation officer
game warden
school counselor

police officer teacher
welfare worker
community planner
government employees
legislator soldier
employment service manager

Transportation

Transportation occupations include work in the two broad areas of passengers or freight. Most passenger service is provided by bus, plane, and rail. The movement of cargo involves a variety of jobs.

Occupations in this area:

shipping clerk
winch operator
weighing clerk
air traffic controller
freight & claims agent
pilot navigator
mechanic
customs investigator

ticket agent

radar operator
signal supervisor
translator
timekeeper
bus driver
dockworker
duty clerk
trucker dispatcher

APPENDIX C

LISTING FOR A-V MATERIALS, FLAT PIECES, BOOKS, ETC.

Introduction

Many diversified types of materials and literature have been identified as useful in planning activities for Equity Career Education programming. Since Equity Career Education focuses on two major ideas: (1) Equity and (2) career education, criteria were developed by the Equity Career Education office for screening materials appropriate to both concepts. Any material considered for use which had to satisfy several criteria before it was selected.

Some of the material deemed appropriate was purchased and sent to the buildings to begin setting up building Equity Career Education centers. These materials included mainly books and workbooks that could be used in the classrooms with students and informational material for teacher use in better understanding the concept of equity career education.

Much of the audio-visual material (filmstrips, cassettes, etc.) and other teacher development guides are housed in the Office of Equity Career Education. All of the material is available to teachers upon request, and much of the material was used during workshops with faculty.

A card classification of materials has been developed to make the location of materials easier. Included on each classification card are data relative to: (1) grade level, (2) subject area, (3) career education cluster, (4) career education concept, (5) the specific group to which the material applies and (6) the type of material it is (administrative, guide for teacher or student, workbook etc.).

The Federal guideline for classification of the material is used in the Equity Career Education Office. Each material is assigned a number. ECE stands for Equity Career Education; 75 stands for the year it was acquired; and the following number stands for the order it was received. Thus: ECE7500001 means that the material with this number was the first to be received. Every other piece of material is given a sequential number.

For purposes of the guide materials have been grouped according to grade level and type of material. The pages are color coded according to grade level to further assist in locating information. A code is assigned to each grade level to further identify the material since some of the sources are useful at more than one level. The coding procedure is listed below:

Area	Code	Color
Elementary Grade 3	P	Pink
Elementary Grade 6	UE	
Jr. High School Grade 8	JH	Green
High School Grade 10	SH	

Teachers involved in the project can turn to the appropriate section for a listing of the types of material available for use at their grade and for information regarding Equity Career Education concepts. The types of materials available also receive a coding. The coding is as follows:

Books	BK

Kit (a combination of media designed to be used as a unit)	KT
Posters or Pictures	PO
Games, Puzzles	GA
Realia (Actual objects or specimens)	RE
Video Tape	VT

This coding is needed as part of a procedure to obtain materials when needed. By contracting a coordinator or sending a note in writing to the Office of Equity Career Education, materials can be sent ot delivered to the teacher requesting it. The ECE staff encourages teachers to visit the office and look over the materials housed in the ECE office.

ELEMENTARY BOOKS

Call No.	Book
P, UE ECE7500025BK	Career Education: What It Is and Why We Need It, Chamber of Commerce of the United States, Washington, D.C., 1973. A paper explaining the rationale and thrust of current career education programs.
P, UE ECE7500047BK	An Introduction To Career Education, - A Policy Paper of the U.S. Office of Education.
P, UE ECE7500055BK	Bread and Butterflies - A curriculum guide for teachers. Agency for Instructional Television, Bloomington, Indiana, 1974.
P, UE ECE7500087BK	Ohio Bell Aids to Education, Ohio Bell Telephone Company.
P, UE ECE7500132BK	Career Motivation - Curriculum Guide for grades K-6. Ohio State Board of Education. How other teachers use career education in the class.
P, UE ECE7500133BK	Career Motivation - Curriculum Supplement for grades K-6. Ohio State Board of Education.
P, UE ECE7500155BK	Dick & Jane As Victims: Sex Stereotyping in Childrens readers. Women on Words and Images, Princeton, New Jersey, 1975. A guide to what to look for in textbooks that stereotype and limit roles.
P, UE ECE7500156BK	Channeling Children - Sex Stereotyping on prime time T.V. Women on Words and Images, Princeton, New Jersey, 1975. Explanation of how prime time T.V. stereotypes roles for youngsters.
P, UE ECE7500160BK	Biased Textbooks - Action steps you can take. National Foundation for Improvement of Education, Washington, D.C. 1975.
P ECE7500181BK	Exploring the World of Work, CVE-OSU Suggested grade level 2-3. Suggested activities to increase students awareness of occupations.
P ECE7500182BK	The Supermarket, CVE-OSU Suggested Grade level 2-3. Role-playing activities to teach occupations involved with market management.

ELEMENTARY BOOKS

Call No.	Book
P ECE7500184BK	Physical Education for Tomorrow grade 1-2. Suggested student activities to aid in development of physical skills. The activities are related to work.
P ECE7500185BK	Creating Greeting Cards: A Business Brings Pleasure, Grades 2-4. Suggested activities in art and business to increase awareness of interdependence.
P ECE7500186BK	The Service Station Grade 2 - Suggested activities to explain jobs involved with running a service station.
P ECE7500187BK	People Who Work With Animals, CVE-OSU grades 1-3. Suggested activities to increase students awareness to various opportunities in working with animals.
P ECE7500188BK	Careers In Visual Art, CVE-OSU Grades 4-6. Student activities that explore other mediums in art and skills associated with their use.
P, UE ECE7500189BK	Learning About Business CVE-OSU Grades 1-4. Suggested activities that create an awareness in students of the functioning of a business.
EL ECE7500196BK	Communications and You CVE-OSU Grades 6-7. Suggested language arts activities that can be infused into the curriculum.
P ECE7600278BK	Career Education Elementary Guide K-2, State Fair Community College Sedalia, Missouri. "How We Did It" manual by teachers outlining activities for classroom use. Guide includes cross keying for subject areas.
P, UE ECE7600279BK	Career Education Elementary Guide 3-4, Volume I Sedalia, Missouri. Outlined activities created by teachers for classroom use.
P, UE ECE7600280BK	Career Education Elementary Guide 3-4, Volume 2, Sedalia, Missouri
P, UE ECE7500161BK	Career Education: Contributions to an Evolving Concept. Explanation and expectations of the entire career education concept.

ELEMENTARY BOOKS

Call No.	Book
P, UE ECE7500162BK	Today's Changing Roles: An Approach to Non-Sexist Teaching, NEA Publication Workbook for use by teachers and students to be used in the classroom.
P, UE ECE7500166BK	Multi-Cultural Sexism - Free Materials - A listing where persons could write for free materials void of bias and cultural slurs.
P ECE7500169BK	Economic and Career Awareness Level A-, The Center for Vocational Education grades 1-4. Suggested activities for classroom use in economics and math.
P ECE7500170BK	Economic and Career Awareness Level B- Grades 1-4.
P ECE7500171BK	Economic and Career Awareness Level C- Grades 1-4.
P ECE7500172BK ECE7500173BK ECE7500174BK ECE7500175BK	Basic Measurement and Related Careers - Grades K-4 A set of four guides with suggested activities to use with students providing experiences with measurement.
P ECE7500176BK	Careers In Technology, Center for Vocational Education. Grades 2-4. A teacher's guide of useful activities to provide skills related to technology.
P ECE7500177BK	Just Me! Grades K-1. Suggested activities to provide self awareness.
EL ECE7500178BK	Making Toys Through Teamwork, Grades 4-6. Suggested activities to provide woodworking experiences for students.
P ECE7500179BK	Myself and Others at Home and School, Grades 1-3 Activities guide for use in the classroom to provide self awareness experiences for students.
P, UE ECE7500180BK	Working With Trees, CVE-OSU, Suggested grade level 3-4. Suggested activities for students to make them aware of occupation in forestry.

ELEMENTARY BOOKS

Call No.	Book
P, UE ECE7600317BK	The Ohio Career Education Glossary. Cleveland Public Schools. A collection of terms associated with career education.
P, UE ECE7600318BK	Career Motivation K-6: A Manual for Elementary School teachers. Cleveland Public Schools, 1973. A manual giving ideas for infusing activities into classroom curriculum.
P, UE ECE7600319BK	Career Motivation K-6: A Manual for Elementary School teachers. Cleveland Public Schools, 1974. Updated guide of career education activities to be used in the classroom.
P, UE ECE7600320BK	Career Education Activities for Subject Area Teachers. ABT. Cluster oriented approach with referencing for teaching about occupations in certain subject areas.
EL ECE7600321BK	Career Education Activities for Subject Area Teachers. ABT. Activities to be used in subject areas to teach about certain occupations.
P, UE ECE7600378BK	Children's Dictionary of Occupations. Counselor Films. A usable book with students that present workers and associated skills.
P, UE ECE7600390BK	Career Education in the Middle/Junior High School. Olympus, 1973. A discussion of important ways career education can serve to motivate intermediate students.
P, UE ECE7600391BK	Career Education for Gifted and Talented Students. Olympus, 1974. Deals with discussion of what factors to deal with when discussing careers with exceptional children.
P, UE ECE7600392BK	Career Education and the Elementary School Teacher. Olympus, 1973. Discussion of career education rationale with some classroom experiences with career education and suggestions for further reading.
P, UE ECE7600393BK	Cross Discipline Planning. Olympus, 1973. A useful discussion of how career education activities may be used over several subject matter areas. Guides for planning for activities, who should be involved and suggestions for involving persons.

ELEMENTARY BOOKS

Call No.	Book
P, UE ECE7600394BK	Introduction to Career Education in the Academic Classroom. Olympus, 1975. How to use career education in all school disciplines and how career education can enhance these disciplines.
P, UE ECE7600395BK	Career Education: A Priority of the Chief State School Officers. Olympus, 1976. Discussions of various career education programs throughout the United States. Reinforces arguments for implementation as a motivating factor with students.

ELEMENTARY KITS

Call No.	Kit
P	Kindle. Scholastic. Includes a series of filmstrips organized around 5 main themes dealing with self awareness. Each kit contains cassettes and filmstrips. The following titles are included:
ECE7600369KT	Kindle I "Who Am I?"
ECE7600370KT	Kindle II "Getting Along"
ECE7600371KT	Kindle III "How Do I Learn"
ECE7600372KT	Kindle IV "Mixing In"
ECE7600373KT	Kindle V "I Can Tell"
P	Beginning Work Concepts. Scholastic. A series of filmstrips and cassettes that allows students to view people in a work role and other roles in a day. Two Units make up each set and each set has 5 occupations represented.
ECE7600363KT	Unit I Beginning Concepts "Say Ah" "Bake a Batch" "Park Ranger" "Stitch N' Stuff" "Pick a Pattern, Pick a Patch"
ECE7600364KT	Unit II Beginning Concepts "Follow the Architects Plan" "Click" "Jet Pilot" "Pets for Sale" "On Rainbow Farm"

ELEMENTARY KITS

Call No.	Kit
UE	Dimensions. Scholastic. Each unit contains approaches to teaching concepts by varying means. Included in each unit is a challenging board game, skill activity cards, research ideas, set of spirit masters, a cassette and filmstrip.
ECE7600365KT	"Family Values"
ECE7600366KT	"Values/Self Awareness"
ECE7600367KT	"Consumerism"
ECE7600368KT	"Careers"
UE	Becoming Yourself. Scholastic. Three sets of twelve filmstrips that explore self awareness and values concepts important to the social as well as academic development of 4th to 6th graders.
ECE7600374KT	Unit I Exploring My Identity "Learning Yourself I" "Learning Yourself II" "Feeling Your Feelings" "Things You Like; Things You Don't Like"
ECE7600375KT	Unit II Expressing Myself "Liking Who You Are" "Speaking Up" "Becoming Yourself I" "Becoming Yourself II"
ECE7600376KT	Unit III Understanding Myself and Others "Alone" "Behaving In Groups" "Seeing Differences" "Understanding Differences"

ELEMENTARY POSTERS AND PICTURES

Call No.	Poster or Picture
P, UE ECE7600307PO	People at Work: A Non Sexist Approach, Womens Action Alliance. Shows persons working in non-traditional occupations. Excellent for use as role models.
P, UE ECE7600308PO	Photos of Men in the Nurturing Role. Womens Action Alliance. Depictions of men working with children in various activities.

ELEMENTARY POSTERS AND PICTURES

Call No.	Poster or Picture
P, UE	Career Pictures. Xerox, 1974. A series of various people working in occupations. All occupations are listed under the proper clusters. Each set of pictures contains a teachers guide on correct usage and other suggested activities.
ECE7600340PO	Agribusiness and Natural Resources.
ECE7600341PO	Business and Office.
ECE7600342PO	Communications & Media.
ECE7600343PO	Consumer and Homemaking.
ECE7600344PO	Construction.
ECE7600345PO	Environmental Control.
ECE7600346PO	Fine Arts and Humanities.
ECE7600347PO	Health.
ECE7600348PO	Hospitality and Recreation.
ECE7600349PO	Manufacturing.
ECE7600350PO	Marine Science.
ECE7600351PO	Marketing and Distribution.
ECE7600352PO	Personal Services.
ECE7600353PO	Public Services.
ECE7600354PO	Transportation.
ECE7600355PO	The Hospital.
P, UE ECE7600387PO	What Is A Tool? Brodhead-Garret. A set of twelve posters picturing the various types of tools. The reverse side lists vocabulary, activities and safety precautions to keep in mind while working with students.

ELEMENTARY REALIA

Call No.	Realia
P, UE	Mobile Shop EP-45. Brodhead-Garrett Company. The totalized shop can be used to teach the basics of wood-working techniques and skills in the use of tools. The tool cabinet with lockable work surface drop leafs, and lockable base unit with tray storage area is equipped with the following tools.

2 Stanley Vises
2 Surfoam Planes
2 Block Planes
2 Hand Drills
2 Screwdrivers 2 1/2" Blade
4 Hammers $\#OH_{12}$

ELEMENTARY REALIA

Call No.	Realia
P,UE ECE7600451RE-Broadway ECE7600452RE-Dunham ECE7600453RE-Raymond ECE7600454RE-Rockside ECE7600455RE-Stafford	2 1/4" Bench Rules 4 Junior Clamps 2 Bench Dusters 4 Coping Saws 1 Pliers 2 Round Wood Files 2 Handy Packs 2 Hand Sanders

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH, SH ECE7500024BK	A Systematic Approach to Evaluating Career Educational Materials at the Local Level. ASCD. A questionnaire that can be used to evaluate textbooks for racism and sexism.
JH, SH ECE7500031BK	Career Education - How To Do It. United States Office of Education. Describes creative classroom approaches used by practitioners.
JH, SH ECE7500032BK	Career Education: The State of The Scene. United States Office of Education. A discussion by Sidney Marland about career education.
JH, SH ECE7500035BK	Instructional Materials for Career Education. United States Office of Education. A list of addresses of ready material and instructional materials in the planning by several career education projects.
JH, SH ECE7500046BK	A Classification Scheme for Career Education Resource Material. United States Office of Education. Gives a practical method for keeping track of all program material.
JH, SH ECE7500047BK	An Introduction to Career Education. United States Office of Education. A policy paper of the U.S.O.E.
JH, SH ECE7500056BK	Exploring Data Processing Careers. Southwestern, 1975. A student workbook that explores the possibilities of careers in data processing.
JH, SH ECE7500057BK	Exploring Clerical Careers. Southwestern, 1975. A student workbook that explores the career possibilities of clerical type occupations.
JH, SH ECE7500058BK	Hello World: Guide for Developing Reading and Language Skills. Addison Wesely, 1975. Aids students in exploring the range of possible career choices. There are eight books to the set.
ECE7500059BK	Hello World! Environmental Control.
ECE7500060BK	Hello World! Transportation.
ECE7500061BK	Hello World! Health Services.
ECE7500062BK	Hello World! Communications.
ECE7500063BK	Hello World! Technical Services.
ECE7500064BK	Hello World! Business Services.
ECE7500065BK	Hello World! Public Services.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH, SH ECE7500066BK	Introduction To Hospitality Recreation Careers. McKnight, 1975. Teachers guide and student book with suggested activities exploring jobs in the cluster.
JH, SH ECE7500067BK	Introduction To Business And Office Careers. McKnight, 1975. Teachers guide and student book with suggested activities exploring jobs in this cluster.
JH, SH ECE7500068BK	Introduction To Health Care Careers. McKnight, 1975. Teachers guide and student book with suggested activities exploring jobs in this cluster.
JH, SH ECE7500069BK	Introduction To Communications Careers. McKnight, 1975. Teachers guide and student book with suggested activities exploring jobs in this cluster.
JH, SH ECE7500072BK ECE7500073BK	The World Of Communications: Visual Media. McKnight, 1974. A two book set of activities. One book is a complete teachers guide with supplemental activities. A student workbook is complete with activities and worksheets.
JH, SH ECE7500075BK ECE7500076BK ECE7500077BK	Exploring Careers In Child Care. McKnight, 1974. A set of three books to be used by the students in exploring careers in child care.
JH, SH ECE7500078BK	How To Get A Job. Bruce, 1969. A student guide to what to look for in job selection and pertinent questions and suggestions to use while job seeking.
JH, SH ECE7500100BK	Guidelines For Improving The Image Of Women In Textbooks. Scott Foresman, 1975. A pamphlet showing what to look for in textbooks that tend to limit woman and create bias.
JH, SH ECE7500101BK	Pamphlets on Laws Dealing With Sex Discrimination In Education. 1975. Several pamphlets from government sources that outline specific laws to deal with sex discrimination.
JH, SH ECE7500108BK	Women At Work: A Counselor's Sourcebook. Human Interaction Research Institute, 1975. Abundant lists of resources as to organizations, laws, films and research reports for women.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH,SH ECE7500114BK	The Virginia Slims American Women's Poll, Volume III. Phillip Morris Inc, 1974. A study by the Roper Organization extending the scope of a continuing program to study and bring to light the feelings and attitudes of the American woman in a time of change.
JH,SH ECE7500123BK	Evaluate Your Textbooks For Racism, Sexism. ASCD, 1974. A position paper and accompanying questionnaire to aid in the evaluation of materials.
JH,SH ECE7500126BK	Other Choices For Becoming A Woman. Know Inc., 1975. A book of writings directed at the high school girl to help her broaden her outlook to the future.
JH,SH ECE7500128BK	Sex Role Socialization In Picture Books for Preschool Children. Know Inc, 1974. A reprint of an article to show how the phenomenon of sex role socialization is experienced in childrens books.
JH,WH ECE7500129BK	Changes in the Modern Family: Their Impact on Sex Roles. Know Inc, 1974. Discusses changes taken place over the years to the family as a whole. Considers alternative roles taken on by family members.
JH,SH ECE7500134BK	Career Orientation: Curriculum Guide for Grades 7-8. Ohio Department of Education, 1974. A guide of activities to be used by the students. Relevant information is also included for school administrators, directors, coordinators as well as teachers.
JH,SH ECE7500135BK	Career Orientation: Curriculum Supplement for Grades 7-8. Ohio Department of Education, 1975. Expanded activities to supplement curriculum guide.
JH,SH ECE7500136BK	Career Exploration: Curriculum Guide for Grades 9-10. Ohio Department of Education, 1974. Suggested activities to be used by teachers with students.
JH,SH ECE7500137BK	Career Exploration: Curriculum Supplement for Grades 9-10. Ohio Department of Education, 1975. Expanded ideas to supplement curriculum guide.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH, SH ECE7500142BK	Beginner's Guide to Work. Ohio Bureau of Employment Services, 1975. Suggestions to students as to what to look for in a job and helpful hints that will help obtain the job.
JH, SH ECE7500151BK	Values and Teaching. Charles E. Merrill, 1969. Describes a process and specific instructional strategies that teachers can use to implement a valuing theory.
JH, SH ECE7500152BK	Career Education: Perspective and Promise. Charles E. Merrill, 1972. Writings by educationalists on the promises and unfulfilled expectations of career education. Includes writing by Goldhammer and Marland et al.
JH, SH ECE7500153BK	Career Education: What it Is and How to Do It. Olympus, 1974. A frank discussion by DN. Kenneth B. Hoyt and his expectations for career education.
JH, SH ECE7500155BK	Dick and Jane as Victims: Sex Stereotyping in Childrens Readers. Women on Words and Images, 1975. A book to aid teachers to recognize ways books stereotype children. Can be used by secondary students also.
JH, SH ECE7500156BK	Channeling Children: Sex Stereotyping on Prime Time T.V. Women on Words and Images, 1975. Analyzing certain programs on T.V. that reinforce sex role stereotyping.
JH, SH ECE7500157BK	Career Orientation 7-8: Math Activities Manual. Cincinnati Public Schools, 1973. Suggested activities to be used with students infusing into the existing curriculum.
JH, SH ECE7500160BK	Biased Textbooks: Action Steps You Can Take. National Foundation for the Improvement of Education, 1974. Discusses patterns of omission and stereotyping of men and women in textbooks.
JH, SH ECE7500161BK	Career Education: Contributions to an Evolving Concept. Olympus, 1975. A collection of writings by Kenneth Hoyt explaining thrust of career education.
JH, SH ECE7500162BK	Todays Changing Roles: An Approach to Non-Sexist Teaching. National Foundation for the Improvement of Education, 1974. Students and teachers can use this workbook as an aid to overcome bias and stereotyping in commercial instructional materials.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH,SH ECE7500168BK	Womens Organizations and Leaders Directory. National Professional Directory Series, 1975-76. A listing of organizations for women and addresses, officers etc. and a complete guide of women in leadership roles throughout the United States.
JH,SH ECE7500183BK	Understanding Self. Center for Vocational Education, Ohio State University, 1975. A series of activities to continue to create self awareness in students in grades 8-10.
JH,SH ECE7500190BK	Self Appraisal for Decision Making and Career Planning. Center for Vocational Education, Ohio State University, 1975. A teacher's guide to suggested activities to aid students in grades 9-12 to better appraise their ability for better job selection.
JH,SH ECE7500191BK	Career Exploration in the Life Sciences. Center for Vocational Education, Ohio State University, 1975-76. A guide to suggested activities to aid in the correlation of career education concepts to biology.
JH,SH ECE7500192BK	Career Exploration in the Earth Sciences. Center for Vocational Education, Ohio State University, 1975-76. A teachers guide to correlate career education concepts with geology, and geography.
JH,SH ECE7500193BK	Career Exploration in the Physical Sciences. Center for Vocational Education, Ohio State University, 1975-76. A teacher's guide of activities to use with students in physical science.
JH,SH ECE7500194BK	Mathematics and Related Careers. Center for Vocational Education, Ohio State University, 1975-76. Suggested activities for teacher's use in the classroom. Information to be transfered easily to transparency or ditto master can be found in this guide.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH,SH ECE7500197BK	Your Personality, Your Health, and Your Job. Center for Vocational Education, Ohio State University, 1975-76. Discusses with students importance of promptness, neatness and health in relation to success on a job.
JH,SH	State Fair Community College, Sedalia, Missouri has developed quite an extensive program in career education. Teachers in the program developed activities to infuse career education into existing curricular materials. The guides appropriate for junior high and senior high are listed below.
ECE7600281BK	Career Education: Junior High 7-9 Social Studies
ECE7600282BK	Career Education: Junior High 7-9 English
ECE7600283BK	Career Education: Junior High 7-9 Science
ECE7600284BK	Career Education: Junior High 7-9 Mathematics
ECE7600285BK	Career Education: Junior High 7-9 Volume I
ECE7600286BK	Career Education: Junior High 7-9 Volume II
ECE7600287BK	Career Education: Junior High 7-9 Volume III
ECE7600288BK	Career Education: Junior High 7-9 Volume IV
ECE7600289BK	Career Education: Secondary Guide Volume I
ECE7600290BK	Career Education: Secondary Guide Volume II
ECE7600291BK	Career Education: Secondary Guide Volume III
ECE7600292BK	Career Education: Secondary Guide Volume IV
ECE7600293BK	Career Education: Secondary Guide Volume V
ECE7600294BK	Career Education: Secondary Guide Volume VI
JH,SH ECE7600298BK	Career Education Curriculum Guide - Grades 7-8. Bristol, Connecticut Board of Education, 1975. Suggested activities for teachers to use in the classroom with students. Includes good self awareness inventories.
JH,SH ECE7600299BK	Career Education Curriculum Guide - Grades 9-12. Bristol, Connecticut Board of Education, 1975. Suggested activities in the exploration phase of career education for use with high school students.
JH,SH ECE7600322BK	Career Education Curriculum Guide for Subject Area Teachers, Volume III, Grades 9-12. Abt, 1975. A guide to suggested activities for teachers to use in the classroom that correlates career education concepts with various courses.
JH,SH ECE7600329BK	Exploring Careers: "A Teacher Idea Book". Abt, 1975. A variety of suggested career education concepts.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH, SH ECE7600330BK	The Guide to Simulation/Games for Education and Training. Abt, 1975. A practical teacher training guide to use of gaming and simulation in teaching career education concepts. Use in the high school areas is recommended.
JH, SH ECE7600338BK	Social Studies Resource Guide Grades 10-12. Auburn, Washington Public Schools, 1975. A guide to social studies activities for use in the classroom. Many concepts expressed in this guide reflect career education themes.
JH, SH ECE7600386BK	Career Education Curriculum Guide - Career Exploration Grades 9-10. Willoughby-Eastlake, Ohio School District, 1975. Suggested activities for classroom use.
JH, SH ECE7600390BK	Career Education in the Middle/Junior High School. Olympus, 1976. A text written to introduce target concepts to be gained by students in middle/junior high. A good training text to be used by teachers.
JH, SH ECE7600391BK	Career Education for the Gifted and Talented Student. Olympus, 1976. Practical activities that go beyond regular teaching strategies to deal with students who can handle complex situations.
JH, SH ECE7600393BK	Cross Discipline Planning. Olympus, 1976. A text to help teachers plan activities that can tie together several areas of teaching.
JH, SH ECE7600394BK	Career Education in the Academic Classroom. Olympus, 1976. A text written for teachers to show practical approaches to getting career education concepts into the school setting.
JH, SH ECE7600412BK	"The New Morality: A Profile of American Youth in the 70's. McGraw Hill, 1974. A discussion of a study by Daniel Yankelovich that explores feelings and causes for feelings of today's youth.
JH, SH ECE7600413BK	An Approach to Non-Sexist Teaching. Ohio Education Association, 1975. A report that discusses ways to break down sexist teaching approaches.

JUNIOR AND SENIOR HIGH SCHOOL BOOKS

Call No.	Book
JH, SH ECE7600582BK	*Math in Everyday Life*. Weston Walch, 1968. A teacher's guide to suggested activities which relate mathematics to everyday situations such as banking, insurance etc.
JH, SH ECE7600583BK	*Math for Today and Tomorrow*. Weston Walch, 1968. Discussion of activities to use with students pertaining to social security, income tax etc.
JH, SH ECE7600587BK	*Logic Fun*. J. Weston Walch, 1975. A collection of problems to use with students. Can be a valuable aid to help in the decision making process.
JH, SH ECE7600588BK	*Logic Fun*. J. Weston Walch, 1975. Spirit masters to accompany the book *Logic Fun.*
JH, SH ECE7600589BK	*Women in Today's World.* J. Weston Walch, 1974. A discussion by author, Alexandra McGhee on ways to promote oneself in a limiting world and how to overcome barriers to desired occupations.
JH, SH ECE7600437BK	*The Teacher's Guide to Taking Field Trips.* Somerset, New Jersey, Franklin Township Public Schools, 1975-76. A very practical guide to what to do, say, look, while taking field trips. Also included is a procedure to pre and post field trip experiences.

JUNIOR HIGH / HIGH SCHOOL KITS

Call No.	Kit	
JH,SH	The American Experience. Nystrom, 1975. A multimedia Social and Cultural study of America. One central theme, the impact of change, runs throughout each filmstrip. This series is a practical way of getting students to realize how change affects future roles. This series will help motivate students to think of their futures in terms of careers. Each kit includes: 5 sound filmstrips, 10 illustrated student readers, a set of copymaster activity sheets and two teachers guides.	
ECE7600359KT	Immigration and Migration.	"The Golden Land" "The First Wave" "Frontiers" "A Flood of Peoples" "Strangers in the City"
ECE7600360KT	Values and Attitudes.	"Freedom and Morality" "The Work Ethic" "Prejudice" "Rules of the Game" "Two Generations"
ECE7600361KT	Technology and Change.	"Super Grow" "Machines of Plenty" "Interchangeable Parts" "Workingman's Blues" "Cities"
ECE7600362KT	Lifestyles and Roles.	"Frontier Family" "Spare Time" "Emancipated Women" "Pictures from the Twenties" "Advertisements for Myself"

JUNIOR HIGH/HIGH SCHOOL KITS

Call No.	Kit
JH, SH ECE7600295KT	Sex Role Stereotyping. National Education Association, 1973. This kit includes sound filmstrips and numerous fact sheets and related articles that teachers can use in the classroom with junior and high school students. The kit explores the way roles in society are stereotyped and reinforced through several means. Filmstrips and Cassettes: "Sex-Role Stereotyping, Part I The Labels" "Sex-Role Stereotyping, Part II The Reinforcement" "Cinderella is Dead! " Cassettes on Issues: "Blue is for Sky, Pink is for Watermelon" "Sexism and Racism in the Schools" "We Don't Know How to Grow People" "Equal Rights Amendment and You"
JH, SH ECE7600324KT	Sex Fairness in Career Guidance. Abt, 1975. A kit that explores various means of attacking sex fairness in relation to counseling. It is not limited to the counseling role because its activities and cassettes can be used in the classroom quite well.

JUNIOR AND SENIOR HIGH SCHOOL POSTERS AND PICTURES

Call No.	Poster or Picture
JH, SH ECE7600307PO	People at Work: A Non Sexist Approach. Womens Action Alliance. Shows persons working in non-traditional occupations. Excellent for use as role models.
JH, SH ECE7600308PO	Photos of Men in the Nurturing Role. Womens Action Alliance. Depictions of men working with children in various activities.
JH, SH	Career Pictures. Xerox, 1974. A series of various people working in occupations. All occupations are listed under the proper clusters. Each set of pictures contains a teachers guide on correct usage and other suggested activities.
ECE7600340PO	Agribusiness and Natural Resources.
ECE7600341PO	Business and Office.
ECE7600342PO	Communications & Media.
ECE7600343PO	Consumer and Homemaking.

JUNIOR AND SENIOR HIGH SCHOOL POSTERS AND PICTURES

Call No.	Poster or Picture
JH, SH	
ECE7600344PO	Construction.
ECE7600345PO	Environmental Control.
ECE7600346PO	Fine Arts and Humanities.
ECE7600347PO	Health.
ECE7600348PO	Hospitality and Recreation.
ECE7600349PO	Manufacturing.
ECE7600350PO	Marine Science.
ECE7600351PO	Marketing and Distribution.
ECE7600352PO	Personal Services.
ECE7600353PO	Public Services.
ECE7600354PO	Transportation.
ECE7600355PO	The Hospital.

JUNIOR AND SENIOR HIGH SCHOOL GAMES

Call No.	Game
JH, SH ECE7600331BK	How to Design Educational Games. Abt, 1975. This guide gives suggestions and helpful hints to designing games to be used to get career education concepts to the students. Also listed is some references to companies that design games.
JH, SH ECE7600332BK	Serious Games. Abt, 1970. This guide lists and explains in detail thirteen games that can be used to simulate life. Most game components can be constructed with everyday classroom material. Discussed also is author Clark C. Abt's rationale for using gaming and simulation techniques.
JH, SH ECE7600330BK	The Guide to Simulations/Games for Education and Training. Abt, 1973. A complete guide to games available on the commercial market, price, and where games can be obtained. The guide includes a basic reference shelf on simulation and gaming.
JH, SH ECE7600325GA	Edventure Lifelong Learning Simulation. Abt, 1974. A game complete with all that is needed to play. Suggested use is for students from grade 10 to adult. Brings home to the player the importance of making decisions on situations they will encounter in life.

JUNIOR AND SENIOR HIGH SCHOOL GAMES

Call No.	Game
JH,SH ECE7600326GA	Edventure II. Abt, 1974. Career Guidance game that allows players in grades 9-12 to explore occupations and careers in terms of personality traits, hours, salary and conditions. The game includes all of the necessary components needed to play the game in the classroom

ELEMENTARY VIDEO TAPES

Call No. Video Tapes

P

Becoming Me. Great Plains Instructional Television Agency, 1974. A series of 12 programs to aid primary youngsters in improving their self concepts by identifying with positive acceptable characteristics and checking to see if they have those attributes. A complete guide to other activities for each program is available.

As a result of viewing the film and doing suggested related activities, the student will be able to accomplish the objectives listed with each video tape.

"Look Around You"

1. List three ways people are different.
2. List three ways people are alike.
3. List at least three things that suggest what other people are like.
4. Identify characteristics in himself that tell others what he is like.

ECE7600509VT

"Inside Me"

1. Locate the following parts of the body and give a brief description of their functions: appendix, heart, intestines, kidney, liver, lungs, skeleton, stomach, tonsils.
2. Locate the pulse on the wrist and count the heartbeats.
3. List ways that humans are like other animals.

ECE7600510VT

"The Magical, Wonderful -- What?"

1. Identify the five senses.
2. Use the five senses in making discriminatory choices.
3. Compare man-made machines to sensory parts of the body.

ECE7600511VT

"It's Everywhere"

1. Explain what makes up the environment.
2. List ways the environment can be improved.
3. List the advantages of taking care of the environment.
4. Exhibit good conservation measures in everyday life.

ECE7600512VT

"I Belong To Somebody"

1. Identify members of his family.
2. List activities that his family does for him.
3. List activities that he does for his family.

ELEMENTARY VIDEO TAPES

Call No. **Video Tapes**

P

Becoming Me. (continued)

4. Recognize a need for family rules.
5. Identify roles of each family member.

ECE7600513VT

"Sixes And Sevens"

1. State differences in family groups and club groups.
2. Demonstrate his ability to function as a club member.
3. List three steps to follow when organizing a club.

ECE7600514VT

"When I Grow Up"

1. List five jobs and related skills necessary for performing these jobs.
2. Name an occupation he is interested in and list special talents he will need.
3. Explain the difference between hobbies, interests and careers.

ECE7600515VT

"The Me Tomorrow"

1. Name three problems of the city or farm that create a need for change.
2. Explain ways in which his life is affected by change.
3. List examples of changes in the community that he has observed.

ECE7600516VT

"I Think, I Feel, I'm Me"

1. Distinguish between thinking and feeling.
2. Know when he is using his thinking ability.
3. Accept thinking as an "on-purpose" ability.
4. Accept feelings as a "not-on-purpose" ability.

ECE7600517VT

"The Feeling Finders"

1. Name seven different feelings.
2. Name occasions when these seven feelings may occur--excited, lonely, sad, scared, jealous, angry and happy.

ECE7600518VT

"The Brainsters"

1. Identify the four functions of the brain as discussed in the program.
2. Give an example of each of the four functions of the brain: choice maker, memory, imagination, awareness.

ECE7600519VT

ELEMENTARY VIDEO TAPES

Call No.	Video Tapes
P ECE7600520VT	Becoming Me. (continued) "No One Like Me" 1. Distinguish between thinking and feeling. 2. Explain how his thinking and feeling aid him in making decisions.
P, UE	Explorers Unlimited. WVIZ-TV. A series of 33 video taped programs to provide field trips to classes. Attempts were made to explore each trip as it fits into society. A guide is included to offer other suggested activities to go along with each trip.
ECE7600460VT	"Skyscraper" shows some of the inside operations of a skyscraper.
ECE7600461VT	"Port Of Call" establishes an awareness of the Great Lakes as a transportation link and shows what composes a harbor and how it functions.
ECE7600462VT	"City River" tours a city river via the fireboat.
ECE7600463VT	"Maize In Metal" shows the complexity of the food canning industry.
ECE7600464VT	"Arch of Coal" explores an industry which is unfamiliar to to most people and shows another important facet of transportation.
ECE7600465VT	"A Phoenix Rises" shows the value of the scrap industry in conservation and the use of waste material.
ECE7600466VT	"Salt of the Earth" shows one method of obtaining salt and shows a basic type of mining procedure.
ECE7600467VT	"Community Hospital" shows what a hospital is and how it is organized and shows the hospital as a good place to be when you're sick.
ECE7600468VT	"Frontier Shoemaker" shows the hand-craft skill of shoemaking as a facet of our heritage.
ECE7600469VT	"From Sand To Glass" establishes an awareness of the importance of glass and observes modern hand-made glass manufacture.
ECE7600470VT	"In The Heart of the Rock" shows how a cavern is formed and how it looks and feels inside a cavern.
ECE7600471VT	"Basic Oxygen Furnace" shows one type of furnace used in making steel.
ECE7600472VT	"Cars, Cars, Cars" shows the use of the assembly line in modern industry and shows how cars are made.
ECE7600473VT	"Sugarbush" shows the old-fashioned method of making maple syrup.
ECE7600474VT	"A Fish Tale" illustrates how a state agency works to provide a form of recreation and shows some of the steps taken to stock the lakes and streams with fish.

ELEMENTARY VIDEO TAPES

Call No.	Video Tapes
P, UE	Explorers Unlimited. (continued)
ECE7600475VT	"Play Ball" shows a Major League baseball team.
ECE7600476VT	"A Whale of a Friend". Children will understand some basic theories behind animal training.
ECE7600477VT	"Sounding Brass" helps to recognize the trombone as a musical instrument and realize the complexity of making a musical instrument such as a trombone, and enable children to name the three major parts of the trombone - mouthpiece, slice, and bell.
ECE7600478VT	"Big Muskie". Children will be able to identify strip mining as a form of removing coal from the earth and list some of the steps and terms used in strip mining. Children will realize the necessity of reclamation and be impressed with the size and operation of Big Muskie.
ECE7600479VT	"Sugar Campaign". Children will recognize the sugar beet as an important source of sugar in the world and realize the complexity of obtaining sugar.
ECE7600480VT	"Jam and Jelly". Children will realize the complexity of preserving jam and will be able to identify the general steps in making jam or jelly: fruit preparation, cooking, putting in jars, pasturizing, and safety checks.
ECE7600481VT	"The Animal Crackers of Roger Bollen". Children will view the standard newspaper cartoon as a creative story.
ECE7600482VT	"Moving the Earth". Children will be able to identify at least one method of testing used in the development of heavy duty equipment and realize that heavy duty equipment is manufactured on an assembly line.
ECE7600483VT	"Candy and Gum". Children will be able to list the steps followed in making gum and candy.
ECE7600484VT	"Papermill". Children will realize that making paper is a complex process and be able to identify the main steps in making paper.
ECE7600485VT	"Publish and Print". Children will have a realization of the complexity of publishing and printing a magazine.
ECE7600486VT	"Polyester Yarn". Children will appreciate the complexity of manufacturing one type of textile.
ECE7600487VT	"Hydrasposal/Fibreclaim". Children will realize that it is possible to recycle many kinds of waste and be able to identify some methods of waste disposal.
ECE7600488VT	"A Hollywood Wax Museum". Children will recognize Hollywood as a city and understand some of the steps necessary in making a wax head.

ELEMENTARY VIDEO TAPES

Call No.	Video Tapes
P, UE	Explorers Unlimited. (continued)
ECE7600489VT	"Movie Factory". Children will recognize some of the illusions used in making movies.
ECE7600490VT	"Intelligence Park". Children will be able to identify at least five steps to be considered in caring for animals in a zoo.
ECE7600491VT	"Wild Animal Park". Children will recognize a new concept in zoo keeping.
ECE7600492VT	"Death Valley". Children will recognize Death Valley as an interesting natural and historical phenomena.
UE	Bread and Butterflies. Agency for Instructional Television, 1974. A series of 15 tapes that has career development goals for 9-12 year olds as its major focus. The topics help students develop 1.) a positive concept, 2.) interpersonal and basic skills, 3.) the discipline of work, 4.) increased knowledge about workers, 5.) increased understanding of the influence and control people can exercise over their lives, 6.) and a respect for others and for the work they do. A guide and an in-service tape are part of this series and will allow you, as a teacher, to integrate equity career development learning into your curriculum.
ECE7600493VT	"How to Use the 'Bread and Butterflies'". An in-service tape that gives a brief summary of what the students will see on the screen.
ECE7600494VT	"Treasure Hunt". To help students explore the process of of producing income and to help them discover ways in which they can achieve economic independence by participating in the economic system now and in the future.
ECE7600495VT	"Work Means". To help students understand a variety of attitudes (including their own) toward work, and to explore the significance that work has for the development of individuals and society.
ECE7600496VT	"Me, Myself & Maybe". To help students increase clarification and acceptance of themselves, of their uniqueness and behavior, and of their evolving values and aspirations within the larger society.
ECE7600497VT	"Decisions, Decisions". To help students apply the decision-making process by selecting and explaining a number of hypothetical options; and to help them discover factors that influence decisions and possible present and future consequences of given decisions.
ECE7600498VT	"School & Jobs". To help students investigate the similarities and differences between school learning and work activities, and to relate formal learning at school to present and future environmental and societal demands.

ELEMENTARY VIDEO TAPES

Call No.	Video Tapes
UE	Bread and Butterflies. (continued)
ECE7600499VT	"Taking Care of Business". To help students begin to acquire the skills essential to the effective control of themselves and their environment.
ECE7600500VT	"I Agree, . . . You're Wrong! ". To help students identify and begin to develop the the social skills that form the basis for present and future social interaction, work satisfaction, self-respect, and achievement.
ECE7600501VT	"Success Story". To help students explore both internal and external dimensions of success, to define success for themselves, and to project the possible implications their definitions of success might have for their several life roles.
ECE7600502VT	"The Way We Live". To help students explore the range of alternative life styles and to help them discover whether various career choices, and their associated non-work aspects, are in harmony with the life styles they might consider for the future.
ECE7600503VT	"Planning Ahead: The Racer". To help students increase the ability to establish, test, and modify short-term and long-term goals, and to help them understand how goal setting and planning increases the control they have over their own lives.
ECE7600504VT	"Things, Ideas, People". To help students explore the world of work, to broaden their understanding of how they relate to work, and to discover the similarities and differences among work roles.
ECE7600505VT	"People Need People". To help students understand how workers depend on each other to meet their physical, social, and psychological needs, and to help them increase the effectiveness of their interdependent relationships.
ECE7600506VT	"Our Own Two Hands". To help students discover that dignity is found in the individual, not the job, and that any honest worker, regardless of the job he does, contributes to society in a way that benefits us all.
ECE7600507VT	"Power Play". To help students develop a concept of power and an awareness of their capabilities and potentials so that they can influence others and their world through their careers.
ECE7600508VT	"Choosing Changes". To help students understand that they have the right and opportunity to choose, test, and through experience modify their views of themselves in relation to work; and to increase awareness of the ability to act on these experiences by making hypotheses about themselves and the future.

ELEMENTARY AND SECONDARY VIDEO TAPES

Call No.	Video Tapes
UE, JH, SH	Career Awareness. Great Plains National Instructional Television Library, 1974. A series of forty tapes that shows various people working in occupations as well as personal qualities involved...such as home, family and, in some instances, hobbies. Included in the series is a guide and an introductory tape.
ECE7600521VT	"Film Maker". This special, 30-minute Introductory Program deals with the planning and production of the Career Awareness series. It also may be used as career education in the field of film making.
ECE7600522VT	"Bank Teller". A young woman talks about her career as a bank teller. Shown are the duties and procedures of her job. Cooperation with fellow employees, as well as individual responsibilities such as accuracy and good customer rapport, are emphasized.
ECE7600523VT	"Carpenter". The various aspects of carpentry are related by a local self-employed carpenter. He discusses "rough work" and "finishing work," he shows and talks about cabinet work and the satisfaction he derives from it.
ECE7600524VT	"Accountant". A Certified Public Accountant (CPA) discusses his career and the services he provides his clients. This discussion includes tax consulting, business and investment advice, and other related accounting services. Shown are office facilities, staff, equipment, research materials and some of the accounting forms used in his office. This CPA is seen interacting with both his staff and clients as well as working by himself on various accounting aspects.
ECE7600525VT	"Commercial Artist". Mike Miller, an award-winning commercial artist, discusses his career as he creates an advertisement for a client. Included in the discussion are his training and background, the production steps, and his interaction with clients and associates. He emphasizes that the creativity necessary in his career provides him with much satisfaction.
ECE7600526VT	"Computer Programmer". A computer programmer emphasizes the step-by-step procedures necessary in designing and implementing a computer program. Shown are related personnel and the equipment they use for the program. The computer programmer discusses the use of the computer and sets up for the viewer a hypothetical program, using data stored in the computer.

ELEMENTARY AND SECONDARY VIDEO TAPES

Call No.	Video Tapes
UE, JH, SH	Career Awareness. (continued)
ECE7600527VT	"Executive Secretary". An executive secretary employed by a hotel that caters to large conventions discusses her job. She demonstrates and discusses the various aspects of her profession. These services include dictation, typing, correspondence and office management (i.e., updating employer's meeting schedules, telephone messages). Another important phase of her job is acting as a liaison for her employer between convention sales and other departments in the hotel.
ECE7600528VT	"Forest Ranger". Forest ranger Garth Baxter describes the responsibilities of his career. He notes that fire suppression, resource management, maintenance of recreational sites, issuance of livestock grazing permits, and liaison with the Bureau of Land Management and the State Fish and Wildlife Service are the main areas of his concern. He stresses the aesthetic values of his career and the forest by taking the viewer on a tour of his ranger district as he discusses these responsibilities.
ECE7600529VT	"General Office Clerk". A general office clerk for a radio station discusses and demonstrates the various aspects of her career. Her duties include taking and transcribing dictation, typing, bookkeeping, filing, telephone reception and other office-related tasks. She points out the advantages of her career, including the possibilities for advancement in the business field.
ECE7600530VT	"Hotel Clerk". A hotel desk clerk gives a detailed description of his job responsibilities. Shown are the checking-in procedures used by the hotel and the desk clerk's procedures. The clerk is shown interacting with various hotel employees as well as hotel guests. The importance of greeting the guests cordially and courteously is stressed.
ECE7600531VT	"Librarian". Nancy Cummings, a children's librarian, discusses and demonstrates her career responsibilities in the children's section. Her duties include planning and implementing a variety of library programs for children and supervising her department. Other areas of library specialization such as adult services, corporate law, colleges, universities, etc., are mentioned as alternative careers.
ECE7600532VT	"Mining Engineer". A mining engineer discusses the job responsibilities of his career. Shown are the aspects of open pit mining--exploration, extraction, equipment, transportation, refining. Special emphasis is on community life, safety and ecology. He points out the scarcity of qualified mining engineers.

Call No.	Video Tapes
UE, JH, SH	Career Awareness. (continued)
ECE7600533VT	"Postal Clerk". An experienced postal clerk discusses the various jobs in mail distribution. Shown are the mechanical devices used in sorting, cancelling and routing mail. The postal clerk emphasizes the personal characteristics of promptness, reliability and courtesy as being desirable prerequisites for postal clerks.
ECE7600534VT	"Newspaper Pressman". This program is narrated by a newspaper pressman employed by a large daily newspaper. Offset printing procedures necessary in the production of a daily newspaper are shown. His career responsibilities are discussed; these include the operation and maintenance of the large printing presses and necessary safety procedure.
ECE7600535VT	"Ranch Hand". A ranch hand on a large cattle ranch demonstrates and discusses his career. Included in his duties are branding and earmarking calves, trailing cattle to summer grazing, winter feeding, fencing and haying. The ranch hand's life style is shown throughout the program.
ECE7600536VT	"Service Station Operator". A service station operator discusses the services provided by his station, including the maintenance and repair of automobiles, the selling of automotive parts, and other related garage services. Also shown are the island services of pumping gasoline, cleaning windows, checking under the hoods of cars and giving directions. The operator places emphasis on the importance of customers to his business and the resultant need for giving them courteous service.
ECE7600537VT	"Shipping and Receiving Clerk". A shipping and receiving clerk employed at a branch operation of a national department store chain relates his job responsibilities. They include receiving, warehousing and distributing merchandise. In these areas the clerk is shown checking incoming merchandise against invoices, operating machinery and performing manual labor. He stresses and explains the importance of safety practices. He also emphasizes the importance of education as a pre-requisite to career advancement.
ECE7600538VT	"Telephone Operator". A telephone operator discusses and demonstrates the various aspects of her career. Included are scenes of on-the-job training, routine customer services as well as specialized services for handicapped customers, and what operators must do in emergency situations. The telephone operator's equipment is shown and thoroughly explained. Emphasis is on the characteristics of courtesy, punctuality, attentiveness and accuracy.

ELEMENTARY AND SECONDARY VIDEO TAPES

Call No.	Video Tapes
UE, JH, SH	Career Awareness. (continued)
ECE7600539VT	"Telephone Lineman". A telephone lineworker discusses and demonstrates the steps necessary for installing telephone cables. Shown is a three-man crew preparing trucks for the job, planning the job, drilling, setting in the poles and stringing telephone cables. Underground cable installation also is shown. The hazards of the job are thoroughly discussed as well as the safety procedures necessary to minimize these hazards.
ECE7600540VT	"Television Station Engineer". An engineer for an educational television station guides the viewer on a tour of the station. Shown are (1) the master control room, (2) the telecine area and (3) the color camera studio. He emphasizes that an engineer must be knowledgeable about the equipment and its functions in each of the three areas. Discussed throughout are the other requirements necessary for being a television station engineer.
ECE7600541VT	"Television News Reporter". A television news reporter tells about his job and its responsibilities. They include the gathering, editing, preparing and presenting of the news. Striving for objectivity is pointed out as an important characteristic of news reporting. The technical aspects of his career as well as on-site coverage of news items are depicted.
ECE7600542VT	"X-Ray Technician". An x-ray technician demonstrates and talks about the specialized skills involved in x-ray technology. The program depicts equipment used, how it is used and why it is used. The hazards of the job are enumerated and the safety precautions necessary to reduce these hazards are presented. This x-ray technician uses the highly specialized vocabulary pertinent to his career.
ECE7600543VT	"U.S. Air Force". 1st Sgt. John Mark, stationed at Nellis (U.S.) Air Force Base (Las Vegas, Nevada), describes his career and the responsibilities he has to the Air Force and the health, morale and welfare of the men assigned to the 57th Combat Support Squadron. His office is responsible for providing counseling, maintaining discipline, preparing performance reports, arranging for and inspecting housing, and coordinating the continuing education of the men assigned to him. He discusses the self-sustaining nature of the base and the services offered to Air Force personnel.

Call No.	Video Tapes
UE, JH, SH	Career Awareness. (continued)
ECE7600544VT	"Firemen". Two members of the Clark County Fire Department talk about various aspects of their career. Their dialogue is well coordinated with film of actual situations. Special emphasis is on the firefighters training and its physical prerequisites which are shown and discussed in detail. The empathetic nature of the career is evident as the firefighters assist people in tragic situations. Working conditions, including the uniqueness of a 24-hour shift, are presented.
ECE7600545VT	"Metropolitan Police Department". Lieutenant Bart Jacks, head of the Uniform Field Services Division of the Las Vegas Metropolitan Police Department, gives an overview of the structure and workings of the six divisions which comprise the police force. He emphasizes the training, regimental aspects and semi-military nature of the career. Services provided by the various divisions are shown and discussed.
ECE7600546VT	"Attorney". A burglary in progress and the apprehension of a suspect introduce this Career Awareness program about the attorney. Robert Archie is retained as legal counsel by the defendant. The legal research and interaction between attorney, defendant and other people necessary in preparation of the case are shown and discussed. Other aspects of the attorney's legal practice, unrelated to this case, are mentioned and depicted. Because of the students' interest in the defendant's case, this program may warrant a second viewing to focus on the career.
ECE7600547VT	"Dairy Worker". The various duties of dairy workers on a southern Nevada dairy farm are shown. These activities include feeding, milking; and sanitizing, maintaining and operating equipment. The steps in the production of milk are presented sequentially. The film has no narration.
ECE7600548VT	"Nursery Worker". Bud Hadland, a Las Vegas nursery worker-manager, gives a detailed overview of all aspects of nursery work. Special emphasis is on the love for and the knowledge of plants and their esthetic value. Included are the nursery related tasks of landscape design, installation and maintenance, plant care, sales and advice given to customers on plant care.
ECE7600549VT	"Real Estate Broker". A Nevada real estate broker explains the educational and licensing requirements of his career, as well as the importance of ethical procedures. He is shown transacting business with a variety of clients, including buyers and sellers of residential, commercial, recreational and speculative properties.

ELEMENTARY AND SECONDARY VIDEO TAPES

Call No.	Video Tapes
UE, JH, SH	Career Awareness. (continued)
ECE7600550VT	"Teacher". A high school drama teacher demonstrates her career responsibilities as she conducts a drama class. The necessity of good rapport is emphasized throughout the program. The various teacher roles of instructor, friend, disciplinarian and authority figure are mentioned.
ECE7600551VT	"Social Worker". A social worker discusses the variety of services he provides to people. Actual cases are shown which represent the vast scope of his services. Special emphasis is on counseling and meeting the material needs of his clients.
ECE7600552VT	"Musician". A Las Vegas musician relates the varied aspects of his career. He discusses the progression of a piece of music, including composition, arrangement, rehearsals, recording and performance. Special emphasis is on the cooperation among members of the group and their emotional involvement in the music being performed. A variety of instruments is shown.
ECE7600553VT	"Commercial Pilot". This program gives a brief overview of a pilot for a commercial airline going through his pre-flight, in-flight and post-flight responsibilities. Some of the responsibilities are checking the weather, preparation of a flight plan and an inspection of the aircraft, as well as a comprehensive knowledge of the working parts of the aircraft and governmental regulations. Attention is drawn to his on-going training and maintenance of proficiency by the use of a simulator.
ECE7600554VT	"Ski Instructors". In this scenic program a husband and wife ski instructing team at Lake Tahoe, Nevada, discuss and demonstrate various aspects of their career. They are shown giving instruction to individuals and groups of varying ages and degrees of proficiency. The program stresses the attractiveness of the career.
ECE7600555VT	"Veterinarian". Dr. Church, a Las Vegas D.V.M., discusses his career as he performs numerous office practices and surgery. Emphasized are a veterinarian's educational requirements, the necessity of having affection for animals, job dedication and job satisfaction. He mentions that the demand for a veterinarian's service exceeds the supply of doctors due to an increasing pet population and a lack of veterinary schools.

ELEMENTARY AND SECONDARY VIDEO TAPES

Call No.	Video Tapes
UE, JH, SH	Career Awareness. (continued)
ECE7600556VT	"Chef". A head chef for a large hotel relates his enthusiasm for his career. Coordination of all aspects of a large kitchen is his main responsibility. The program shows the entire kitchen staff preparing food in areas of specialization.
ECE7600557VT	"Marine Biologist". Three marine biologists from the Scripps Institute of Oceanography in La Jolla, California, discuss and demonstrate a variety of studies of marine animal life. Shown are the collection and study of specimens, research techniques, training animals for data collection, and student instruction. All mention having a positive attitude toward their career.
ECE7600558VT	"Interior Designer". The functional and artistic steps of interior decoration are presented visually. The interior decorator is shown designing and coordinating the arrangement of interior space and the selection of room furnishings and accessories. The importance of understanding a client's life style and the positive interaction with various craftsmen is emphasized. Because of the color, design and art objects shown, this program may warrant a second viewing.
ECE7600559VT	"Pipe Trades". An instructor of apprentices for the Las Vegas Plumbers and Pipefitters Union narrates a visual presentation of the tasks plumbers and pipefitters perform. Included are welding, pipefitting and installation of fixtures. The narration contains some humorous anecdotes.
ECE7600560VT	"Heavy Equipment Operator". An apprentice operating engineer (heavy equipment operator) discusses aspects of his career at a construction site. A variety of heavy equipment and its use is the focus of the program. Working conditions are brought out visually or mentioned.
ECE7600561VT	"Paramedic". The program shows a Las Vegas paramedic team responding to a variety of emergency calls, providing medical services necessary to sustain life at the scene and en route to the hospital. It outlines the nature and extent of a paramedic's training and emphasizes the necessity of empathy.

MULTI GRADE MATERIALS

Some of the materials are multi level and serve very well as role models in expanding career awareness for youngsters in the early grades. For older students, the materials help students to look beyond society's limits and enable them to give serious consideration to non-traditional roles according to their aptitudes, interests, and abilities.

ECE7600580PO	Computers in Occupations. J. Weston Walch, 1968. This set of posters relates the computer to various uses in different occupations.
ECE7600581PO	Math in the Home. J. Weston Walch, 1968. Relates mathematics and its uses to the home.
ECE7600584PO	Mathematics in Life. J. Weston Walch, 1968. Relates mathematic concepts to life through pictures.
	Geometry in Occupations, J. Weston Walch, 1968. Through figures of objects geometry is related to occupations.
	Each of the following series is a set of pictures of women with a narration of their contribution to the field named and prepared by J. Weston Walch, 1975.
ECE7600591PO	Women in Science.
ECE7600592PO	Women in Literature.
ECE7600593PO	Women in Art.
ECE7600594PO	Women in Government.
ECE7600595PO	Women in Athletics.
ECE7600596PO	Women's Movements in Our History.
ECE7600597PO	Women in Business.
ECE7600598PO	Women in Music.
ECE7600599PO	Women in World History.
ECE7600600PO	Women in American History.

APPENDIX D

THIRD GRADE TEXTBOOKS

Reading:

There are two series of basal texts used in the reading curriculum. The Ginn 360 program is used in third grade as is the Houghton-Mifflin reading series. Each program has been divided into levels and depending on students abilities more individulization can be achieved by using the level concept. Listed below are the levels used.

Ginn 360 Reading Program, Ginn and Company, Boston, Massachusetts, 1969.

Level 7 The Dog Next Door and Other Stories
Level 8 How It Is Nowadays
Level 9 With Skies and Wings

The Houghton-Mifflin Readers, Houghton-Mifflin Company, Boston, Massachusetts, 1971.

Level 8 Panorama
Level 9 Fiesta

English:

Our Language Today, Book 3, American Book Company, New York, New York, 1967.

Mathematics:

Investigating School Mathematics, Addison Wesley Publishing Company, Menlo Park, California, 1973.

Science:

Concepts in Science 3, Harcourt, Brace, World, New York, New York, 1966.

Social Studies:

Communities and Social Needs: Concepts in Social Science, Laidlaw Brothers, River Forest, Illinois, 1968.

SIXTH GRADE TEXTBOOKS

Reading:

Galaxies, Houghton-Mifflin Company, Boston, Massachusetts, 1971.

Launchings and Landings, American Book Company, New York, New York, 1968.

English:

Our Language Today Book 6, American Book Company, New York, New York, 1970.

Mathematics:

Investigating School Mathematics Book 6, Addison Wesley Publishing Company, Menlo Park, California, 1973.

Science:

Concepts In Science 6, Harcourt, Brace, World, New York, New York, 1966.

Social Studies:

The Social Studies and Our World: Concepts in Social Science, Laidlaw Brothers, River Forest, Illinois, 1970.

EIGHTH GRADE TEXTBOOKS

English:

Adventures for Readers, Harcourt, Brace, World, New York, New York, 1963.

Heath Handbook of English, D.C. Heath Company, Boston Massachusetts, 1965.

Our Language Today Book 8, American Book Company, New York, New York, 1970.

Maple Heights Junior High Schools have been pursuing the mini-course concept and use selected novels listed below.

Forbes, Esther, Johnny Tremain, Houghton-Mifflin Company, Boston, Massachusetts, 1963.

Orwell, George, Animal Farm, Signet Books, The New American Library, New York, New York, 1946.

London, Jack, The Call of the Wild and White Fang, Bantam Pathfinder Editions, New York, New York, 1963.

Richter, Conrad, The Light in the Forest, Bantam Pathfinder Editions, New York, New York, 1966.

Mathematics:

Modern School Mathematics: Algebra, Houghton-Mifflin, Boston, Massachusetts, 1967.

School Mathematics II, Addison Wesley, Menlo Park, California, 1969.

Key Ideas in Mathematics II, Harcourt, Brace, Jovanovich, New York, New York, 1974.

Social Studies:

Exploring American History, Globe Publishing Company, New York, New York, 1968.

Story of the American Nation, Harcourt, Brace, World, New York, New York, 1962.

TENTH GRADE TEXTBOOKS

At the high school level, English is divided into mini-courses. Below is a list of courses and books used in those courses.

Advanced English 1A:

Adventures in English Literature, Harcourt, Brace, Jovanovich, New York, New York, 1969.

English Grammar and Composition, Harcourt, Brace, Jovanovich, New York, New York, 1968.

All People:

Keys, Daniel, Flowers for Algernon, Bantam Pathfinder Edition, New York, New York, 1970.

Killilea, Maria, Karen, Dell Books, New York, New York, 1952.

Neufeld, John, Lisa Bright and Dark, Signet Books, The New American Library, New York, New York, 1970.

American Literature B:

Steinbeck, John, Of Mice and Men, Viking Press, New York, New York, 1970.

American Novels A:

Steinbeck, John, Grapes of Wrath, Bantam Books, New York, New York, 1970.

Fitzgerald, F. Scott, The Great Gatsby, Charles Scribner and Sons, New York, New York, 1920.

Childrens Literature:

Armstrong, William H., Sounder, Harper Row, New York, New York, 1969.

Grahme, Kenneth, Wind in the Willows, Signet Classics, The New American Library, New York, New York, 1969.

Literature of Sports:

Plimpton, George, Paper Lion, Signet Books, The New American Library, 1966.

Pop Culture:

Doyle, Sir Arthur C., Great Cases of Sherlock Holmes, Ballantine Books, New York, New York, 1974.

Growing Up Ain't Easy:

Swarthout, Glendon, Bless the Beasts and Children, Doubleday and Company, Garden City, New York, 1970.

Mathematics:

Fundamentals of Mathematics, Allyn Bacon, Boston, Massachusetts, 1972.

Modern School Mathematics: Geometry, Houghton-Mifflin Company, Boston, Massachusetts, 1972.

Social Studies:

Comparative Economic Systems: An Inquiry Approach, Holt, Rinehart and Winston, New York, New York, 1968.

Tradition and Change in Four Societies, Holt, Rinehart and Winston, New York, New York, 1968.

Worlds in the Making: Probes for Students of the Future, Prentice-Hall, Englewood Cliffs, New Jersey, 1972.

DIRECTORY OF PUBLISHERS

Abt Associates
55 Wheeler St.
Cambridge, Mass. 02138

Addison-Wesley Publishing Company
2725 Sand Hill Rd.
Menlo Park, Calif. 94025

Allyn & Bacon Inc.
470 Atlantic Ave.
Boston, Mass. 02210

American Book Company
450 W. 33rd St.
New York, N.Y. 10001

Association for Supervision
and Curriculum Development
1701 "K" St., Suite 1100
Washington, D.C. 20006

Ballantine Books, Inc.
201 E. 50th St.
New York, NY 10022

Bantam Books, Inc.
666 Fifth Ave.
New York, N.Y. 10019

Career Education Project
State Fair Community College
Sedalia, MO 65301

Center for Vocational Education
The Ohio State University
1960 Kenny Rd.
Columbus, OH 43210

Counselor Films Inc.
2100 Locust St.
Philadelphia, PA 19103

Dell Publishing Co.
1 Hammarskjold Plaza
245 E. 47th St.
New York, NY 10017

Denoyer-Geppert Company
5235 Ravenswood Ave.
Chicago, Ill. 60640

Doubleday & Company
245 Park Ave.
New York, NY 10017

Ginn & Company
191 Spring St.
Lexington, Ma. 02173

Globe Book Company, Inc.
175 5th Ave.
New York, NY 10010

Harcourt - Brace - Jovanovich, Inc.
757 Third Ave.
New York, NY 10017

Harper & Row Publishing, Inc.
10 E. 53rd St.
New York, N.Y. 10022

D. C. Heath, & Company
125 Spring St.
Lexington, MA. 02173

Holt, Rinehart & Winston, Inc.
383 Madison Ave.
New York, NY 10017

Houghton Mifflin Company
1 Beacon St.
Boston, MA 02108

Instructo Corp.
Ceder Hollow & Matthews Rd.
Paoli, PA 19301

Know Inc.
P.O. Box 86031
Pittsburgh, PA 15221

Laidlaw Brothers
Thatcher & Madison
River Forest, Il 60305

McGraw-Hill Book Company
1221 Ave. of the Americas
New York, NY 10036

McKnight Pub. Company
200 Park Ave., S.
New York, NY 10003

National Education Assn.
1201 16th St., N.W.
Washington, D.C. 20036

The New American Library, Inc.
1301 Avenue of the Americas
New York, N.Y. 10019

New Readers Press
Box 131
Syracuse, N.Y. 13210

Nystrom
333 Elston Ave.
Chicago, Ill. 60618

Olympus Publishing Company
1670 E. Thirteenth S.
Salt Lake City, UT 84105

Prentice-Hall, Inc.
Englewood Cliffs, N.J. 07632

Scholastic Book Services
904 Sylvan Ave.
Englewood Cliffs, N.J. 07632

Scott, Foresman & Company
1900 E. Lake Ave.
Glenview, Il 60025

Charles Scribner's Sons
597 Fifth Ave.
New York, N.Y. 10017

Singer-Society for Visual Ed.
1345 Diversay Parkway
Chicago, IL 60614

South-Western Pub. Company
5101 Madison Rd.
Cincinnati, OH 45227

Viking Press, Inc.
625 Madison Ave.
New York, N.Y. 10022

J. Weston Walch, Pub.
321 Valley St.
Portland, ME 04104

Woman's Action Alliance
370 Lexington Ave.
New York, N.Y. 10017

Women on Words & Images
30 Valley Rd.
Princeton, N.J. 08540

Xerox Education Pubns.
1250 Fairwood Ave.
Columbus, OH 43216

APPENDIX E

SOURCES OF FREE CAREER INFORMATION AND MATERIALS FROM BUSINESS, INDUSTRY, LABOR AND PROFESSIONAL ASSOCIATIONS

Accounting

Accounting Careers Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, NY 10019

American Institute of Certified
Public Accountants
666 Fifth Avenue
New York, NY 10019

Actuarial

Secretary, Casualty Actuarial Society
200 East 42nd Street
New York, NY 10017

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Advertising

American Advertising Federation
1225 Connecticut Ave., N.W.
Washington, D.C. 20036

The Advertising Federation of America
655 Madison Avenue
New York, NY 10021

Public Affairs
American Association of Advertising
Agencies, Inc.
200 Park Avenue
New York, NY 10017

Aerospace

Aerospace Industries Association of
America
1725 DeSales Street, N.W.
Washington, D.C. 20036

International Air Transport
Association
5 Place Ville Marie
Montreal 113, Quebec, Canada

Public Affairs Office
American Institute of Aeronautics
and Astronautics
1290 Avenue of the Americas
New York, NY 10019

Agricultural

Office of Personnel
U.S. Department of Agriculture
Washington, D.C. 20250

Agronomy

The American Society of Agronomy
677 South Segoe Road
Madison, WI 53711

Air Conditioning and Refrigerating

Air Conditioning & Refrigerating
Institute
1815 No. Fort Myers Drive
Arlington, Va. 22209

Anthropology

The American Anthropological
Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Apparel

American Apparel Manufacturers
Association
1611 No. Kent St.
Arlington, Va. 22209

International Fabricare Institute
Doris & Chicago Sts.
Joliet, Ill. 69434

Appliance

Association of Home Appliance
Manufacturers
20 No. Wacker Drive
Chicago, Ill. 60606

Public Relations Department
Gas Appliance Manufacturers
Association
1901 North Fort Myer Drive
Arlington, VA 22209

Archaeology

Archaeological Institute of America
260 West Broadway
New York, NY 10013

Architectural

The American Institute of Architects
1785 Massachusetts Avenue
Washington, D.C. 20036

Art

American Art Therapy Association, Inc.
Box 829
Topeka, Kansas 66601

Department of Public Information
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, PA 19102

Asbestos and Insulating

International Association of Heat &
Frost Insulators and Asbestos Workers
1300 Connecticut Avenue, N.W.
Washington, D.C. 20036

Astronomy

American Astronomical Society
211 FitzRandolph Road
Princeton, NJ 08540

Interagency Board of U.S. Civil
Service
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Automobile

American Automobile Association
8111 Gatehouse Rd.
Falls Church, Va. 22042

Automotive Service Industry
Association
230 North Michigan Avenue
Chicago, Il 60601

Automotive Service Industry
Association
168 North Michigan Avenue
Chicago, Il 60601

Motor Vehicle Manufacturers Assn.
320 New Center Building
Detroit, Mich. 48202

National Automobile Dealers Association
2000 K Street, N.W.
Washington, D.C. 20006

Aviation

Department of Transportation
Federal Aviation Administration
Washington, D.C. 20590

Baggage Handling

American Hotel and Motel Association
221 West 57th Street
New York, NY 10019

Baking

American Bakers Association
1700 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Banking

Banking Education Committee
The American Bankers Association
90 Park Avenue
New York, NY 10016

American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, D.C. 20036

United States Savings & Loan League
111 E. Wacker Drive
Chicago, Ill. 60601

Barbering

Associated Master Barbers and
Beauticians of America
219 Greenwish Road, P.O. Box 17782
Charlotte, NC 282[illegible]

Beauty Culture

National Beauty Career Center
3839 White Plains Road
Bronx, NY 10467

Beverage

Master Brewers Association of America
4513 Vernon Boulevard
Madison, Wis. 53705

Biochemistry

American Society of Biological
Chemists
6950 Wisconsin Avenue, N.W.
Washington, D.C. 20014

Biology

American Institute of Biological
Sciences
3900 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Blacksmithing & Boilermaking

International Brotherhood of Boiler-
makers, Iron Shipbuilders, Black-
smiths, Forgers and Helpers
Eighth at State Avenue
Kansas City, KS 66101

Boating

Boating Industry Associations
401 No. Michigan Avenue
Chicago, Ill. 60611

Bookkeeping

Bureau of Educational Assistance
Program
Division of Vocational and Technical
Education
U.S. Office of Education
Washington, D.C. 20202

Botany

Office of the Secretary
Botanical Society of America
Department of Botany
Indiana University
Bloomington, IN 47401

Boxes

National Paper Box Manufacturers
Association
231 Kings Highway E.
Haddonfield, N.J. 08033

Brick

Brick Institute of America
1750 Old Meadow Road
McLean, Va. 22101

Building Trades

Associated General Contractors
of America, Inc.
1957 E. Street, N.W.
Washington, D.C. 20006

American Federation of Labor and
Congress of Industrial Organizations
Building and Construction Trades
Department
815 16th Street, N.W.
Washington, D.C. 20006

Business

Computer & Business Equipment
Manufacturers Association
1828 L Street, N.W.
Washington, D.C. 20036

Council of Better Business Bureaus
1150 17th St., N.W.
Washington, D.C. 20036

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, NY 14614

Candy

Candy, Chocolate & Confectionery
Institute
1701 Lake Ave.
Glenview, Ill. 60025

Canners

National Canners Association
1133 20th Street, N.W.
Washington, D.C. 20036

Carpentry

Associated General Contractors of
America, Inc.
1957 E. Street, N.W.
Washington, D.C. 20006

Cartooning

Newspaper Comics Council
260 Madison Avenue
New York, NY 10016

Cement and Concrete

National Ready Mixed Concrete
Institute
900 Spring Street
Silver Spring, Md. 20910

Portland Cement Association
Old Orchard Road
Skokie, Ill. 60076

Ceramic

Business Manager
The American Ceramic Society
4055 North High Street
Columbus, OH 43214

Chemical

American Association of Clinical
Chemists
1155 - 16th Street, N.W.
Washington, D.C. 20036

American Institute of Chemical
Engineers
345 East 47th Street
New York, NY 10017

American Society of Biological
Chemists, Inc.
9650 Rockville Pike
Bethesda, Maryland 20014

Manufacturing Chemists Association
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Chemical Society
1155 16th Street, N.W.
Washington, D.C. 20036

Circulations

Audit Bureau of Circulations
123 No. Wacker Drive
Chicago, Ill. 60606

City and Regional Planning

American Institute of Planners
917 15th Street, N.W.
Washington, D.C. 20005

Clerical

Division of Vocational and Technical Education
Bureau of Adult Vocational and Library Programs
U.S. Office of Education
Washington, D.C. 20202

Coal

National Coal Association
1130 17th Street, N.W.
Washington, D.C. 20036

Conservation

Soil Conservation Service
U.S. Department of Agriculture
Washington, D.C. 20250

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, CO 80225

Construction

American Road Builders Association
525 School Street, S.W.
Washington, D.C. 20024

Assistant Director of Education
General Building Contractors Association, Inc.
Suite 1212 #2 Penn Center Plaza
Philadelphia, PA 19102

Associated General Contractors of America
1957 E. Street, N.W.
Washington, D.C. 20006

International Hod Carriers' Building and Common Laborers' Union of America
905 16th Avenue
Washington, D.C. 20006

National Association of Home Builders of The United States
15th & M Sts., N.W.
Washington, D.C. 20005

Consumer Finance

Educational Services Division
National Consumer Finance Association
1000 16th Street, N.W.
Washington, D.C. 20036

Containers

Glass Containers Manufacturers Institute
1800 K St., N.W.
Washington, D.C. 20006

Cosmetology

National Hairdressers and Cosmetologists Association
175 Fifth Avenue
New York, NY 10010

Cotton

National Cotton Council of America
1918 North Parkway
Memphis, Tenn. 38112

Credit

National Association of Credit Management
475 Park Avenue South
New York, NY 10016

Dairy

American Dairy Association
6300 No. River Road
Rosemont, Ill. 60018

Data Processing

Data Processing Management Association
505 Busse Highway
Park Ridge, Ill. 60068

Dental

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Ill. 60611

American Dental Hygienists Association
211 East Chicago Avenue
Chicago, Ill. 60611

Division of Dental Health
8120 Woodmont Avenue
Bethesda, Md. 20014

National Association of Certified Dental Laboratories, Inc.
3801 Mt. Vernon Avenue
Alexandria, Va. 22305

Designers

Industrial Designers Society of America
1750 Old Meadow Road
McLean, Va. 22101

Dietetic

The American Dietetic Association
620 North Michigan Avenue
Chicago, Ill. 60611

Drafting

American Institute for Design and Drafting
305 South Andrews Avenue
Suite 610
Fort Lauderdale, Fla. 33301

American Federation of Technical Engineers
1126 16th Street, N.W.
Washington, D.C. 20036

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48202

Drug

Drug, Chemical & Allied Trade Association
350 Fifth Avenue
New York, NY 10001

National Association of Retail Druggists
1 E. Wacker Drive
Chicago, Ill. 60601

Dry Cleaning

The National Institute of Dry Cleaning
909 Burlington Avenue
Silver Springs, Md. 20910

Electrical

Edison Electric Institute
90 Park Avenue
New York, NY 10016

Electronic Industries Association
2001 Eye Street, N.W.
Washington, D.C. 20006

National Electrical Contractors
Association
1120 18th Street, N.W.
Washington, D.C. 20036

National Electrical Manufacturers
Association
155 East 44th Street
New York, N.Y. 10017

Engineering

Alliance for Engineering in Medicine
and Biology
3900 Wisconsin Ave., N.W.
Suite N300
Washington, D.C. 20016

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

Biomedical Engineering & Instrumentation Branch
Division of research Services
National Institutes of Health
9000 Wisconsin Avenue
Bethesda, Md. 20014

Engineers Council for Professional
Development
345 East 47th Street
New York, NY 10017

Entomology

Entomological Society of America
4603 Calvert Road
College Park, Md. 20740

Equipment

Farm & Industrial Equipment
Institute
410 No. Michigan Aven
Chicago, Ill. 60611

National Farm & Power Equipment
Dealers Association
2340 Hampton Avenue
St. Louis, Mo. 63139

FBI

The Federal Bureau of Investigation
U.S. Department of Justice
Washington, D.C. 20535

Fire Fighting

International Association of Fire
Fighters
905 16th Street, N.W.
Washington, D.C. 20006

Society of Fire Protection Engineers
60 Batterymarch Street
Boston, Mass. 02110

Food

American Meat Institute
P.O. Box 3556
Washington, D.C. 20007

Educstional Director
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Ill. 60611

Institute of Food Technologists
Suite 2120, 221 No. LaSalle Street
Chicago, Ill. 60611

National Associations of Food Chains
1725 Eye Street, N.W.
Washington, D.C. 20006

National Association of Retail Grocers
of the United States
2000 Spring Road
Oak Brook, Ill. 60521

Foreign Trade

National Foreign Trade Council
10 Rockefeller Plaza
New York, NY 10020

Forestry

U.S. Dept. of Agriculture, Forest
Service
Washington, D.C. 20250

American Forestry Association
919 17th Street
Washington, D.C. 20006

Foundry

Foundry Educational Foundation
1138 Terminal Tower
Cleveland, Ohio 44113

Furniture

National Association of Furniture
Manufacturers
66 No. Lake Shore Drive
Chicago, Ill. 60611

Upholsterers International Union of
North America
1500 North Broad Street
Philadelphia, Penna. 19121

Gas and Oil Fuel

American Gas Association
1515 Wilson Boulevard
Arlington, Va. 22209

National Oil Fuel Institute
60 East 42nd Street
New York, NY 10017

Geography

Association of American
Geographers
1146 16th Street, N.W.
Washington, D.C. 20036

Geology

American Geological Institute
2201 N Street, N.W.
Washington, D.C. 20036

Graphic Arts

Educational Council of the Graphic
Art Industry, Inc.
4615 Forbes Avenue
Pittsburgh, Penn. 15213

Guidance and Counseling

American School Counselor
Association
1607 New Hampshire Avenue
Washington, D.C. 20009

Hardware

National Builders Hardware
Association
1815 No. Fort Myer Drive
Arlington, Va. 22209

Home Economics

American Home Economics
Association
1600 20th Street, N.W.
Washington, D.C. 20009

Horticulture

American Society for Horticulture
Science
P.O. Box 109
St. Joseph, Mich. 49085

Hospital

American Hospital Association
American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Ill. 60611

Hospital Financial Management Association
840 North Lake Shore Drive
Chicago, Ill. 60611

Pfizer Laboratories
Public Relations Department
235 East 42nd Street
New York, NY 10017

Hotel

American Hotel & Motel Association
888 Seventh Avenue
New York, NY 10019

Household

National Committee on Household Employment
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Instrument Repair

Instrument Society of America
530 William Penn Place
Pittsburgh, Penna. 15200

Insurance

American Insurance Association
85 John Street
New York, NY 10038

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Insurance Information Institute
110 William Street
New York, NY 10038

Iron

American Iron & Steel Institute
150 East 42nd Street
New York, NY 10017

Interior Designing

National Society of Interior Designs, Inc.
Suite 700
157 West 57th Street
New York, NY 10019

Jewelry

Retail Jewelers of America, Inc.
711 14th Street, N.W.
Washington, D.C. 20005

Director of Affiliate Services
Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, D.C. 20005

Journalism

American Newspaper Publishers Association
750 Third Avenue
New York, NY 10017

Sigma Delta Chi
Professional Journalistic Society
35 East Waker Drive
Chicago, Ill. 60601

Landscaping

American Association of Nurserymen, Inc.
835 Southern Building
Washington, D.C. 20005

Laundering

American Institute of Laundering
Box 940
Joliet, Illinois 60433

Legal

The American Bar Association
1155 East 60th Street
Chicago, Ill. 60603

Library

American Library Association
50 East Huron Street
Chicago, Ill. 60603

Lumber

National Forest Products Association
1619 Massachusetts Ave., N.W.
Washington, D.C. 20036

Machines

Machinery & Allied Products Institute
1200 18th Street, N.W.
Washington, D.C. 20036

The National Machine Tool Builders
Association
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Management

American Management Association
The American Management Association
Bldg.
135 West 50th Street
New York, NY 10020

Environmental Management Association
1710 Drew Street
Clearwater, Fla. 33515

Hospital Management Systems Society
840 North Lake Shore Drive
Chicago, Ill. 60611

Manufacturers

American Society of Tool and
Manufacturing Engineers
20501 Ford Road
Dearborn, Mich. 48128

National Association of Manufacturers
1776 F St., N.W.
Washington, D.C. 20006

Market Research

American Marketing Association
222 So. Riverside Plaza
Chicago, Ill. 60606

Mathematics

American Mathematical Society
P.O. Box 6248
Providence, R.I. 02904

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48202

Mechanics

International Association of Machinists
and Aerospace Workers
1300 Connecticut Avenue, N.W.
Washington, D.C. 20036

International Union, United Automobile Aerospace and Agriculture
Implement Workers of America
8000 East Jefferson Avenue, N.W.
Washington, D.C. 20036

National Automobile Dealers
Association
2000 K Street, N.W.
Washington, D.C. 20006

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48202

Medical

American Association of Medical
Assistants, Inc.
One East Wacker Drive
Suite 1510
Chicago, Ill. 60601

American Association of Medical
Record Librarians
875 N. Avenue, Suite 1850
Chicago, Ill. 60611

American Association for Respiratory Therapy
7411 Hines Place
Dallas, Texas 75235

American Medical Technologists
710 Higgins Road
Park Ridge, Ill. 60068

American Occupational Therapy
Association, Inc.
6000 Executive Boulevard
Rockville, Md. 20852

American Orthotic & Prosthetic
Association
1440 N. Street, N.W.
Washington, D.C. 20005

American Physical Therapy Association
1156 - 15th Street, N.W.
Washington, D.C. 20005

American Rehabilitation Counseling
Association
1605 New Hampshire Avenue
Washington, D.C. 20009

American Society of Clinical
Pathologists
2100 West Harrison Street
Chicago, Ill. 60612

American Society for Medical
Technology
5555 West Loop South
Houston, Texas 77401

American Society of Medical
Technologists
Suite 1600
Herman Professional Building
Houston, Texas 77025

American Society of Radiologic
Technologists
500 North Michigan Avenue
Chicago, Ill. 60611

Association of Medical Illustrators
Medical College of Georgia
Augusta, Ga. 30902

Association of Operating Room
Technicians, Inc.
1100 West Littleton Boulevard
Suite 101
Littleton, Colo. 80120

Association of University Programs
in Health Administration
One Dupont Circle
Room 420
Washington, D.C. 20005

Council on Medical Education
American Medical Association
535 North Dearborn Street
Chicago, Ill. 60610

Division of Manpower and Training
Programs
National Institute of Mental Health
5600 Fishers Lane
Rockville, Md. 20852

Foundation for Medical Technology
Mount Sinai Medical Center
100 Street and Fifth Avenue
New York, NY 10029

Medical Library Association
919 North Michigan Avenue
Chicago, Ill. 60611

National Commissions for Social
Work Careers
600 Southern Building
15th and H Street, N.W.
Washington, D.C. 20005

National Committee for Careers in
the Medical Laboratory
9650 Rockville Pike
Bethesda, Md. 20014

National Council for Homemaker-
Home Health Aide Services
67 Irving Place
New York, NY 10003

National Executive Housekeepers
Association, Inc.
Business and Professional Building
414 Second Avenue
Gallipolis, Ohio 45631

National Rehabilitation Counseling
Association
1522 K Street, N.W.
Washington, D.C. 20005

National Therapeutic Recreation
Society
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Secretary, Board of Certified
Laboratory Assistants
9500 South California Avenue
Evergreen Park, Ill. 60642

Memorial

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wis. 53203

Metallurgy

The Mettalurgical Society of AIME
345 East 47th Street
New York, NY 10017

Meteorology

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

Microbiology

The American Society for Microbiology
1913 Eye Street, N.W.
Washington, D.C. 20006

Mineralogy

Copper Development Association
405 Lexington Avenue
New York, NY 10017

The Aluminum Association
750 Third Avenue
New York, NY 10017

American Institute of Mining, Metal-
lurgical & Petroleum Engineers
345 East 47th Street
New York, NY 10019

American Mining Congress
1200 18th Street, N.W.
Washington, D.C. 20036

American Petroleum Institute
1801 K Street, N.W.
Washington, D.C. 20006

Modeling

Modeling Association of America
Office of the Executive Director
35 West 53rd Street
New York, NY 10019

Music

National Association of Schools of Music
1501 New Hampshire Ave., N.W.
Washington, D.C. 20036

National Association for Music Therapy, Inc.
P.O. Box 610
Lawrence, Kansas 66044

Newspaper Reporting

Theta Sigma Phi
106 Lantern Lane
Austin, Texas 78731

Nuclear Science

Division of Public Information
Atomic Energy Commission
Washington, D.C. 20545

Nursing

American Association of Nurse Anesthetists
111 East Wacker Drive
Suite 929
Chicago, Ill. 60601

American Hospital Association
840 North Lake Shore Drive
Chicago, Ill. 61611

American Nurses' Association
2420 Pershing Road
Kansas City, Mo. 64141

National Association for Practical Nurse Education and Service, Inc.
122 East 42nd Street
New York, NY 10017

National League for Nursing
10 Columbus Circle
New York, NY 10019

Oceanography

The International Oceanographic Foundation
10 Rickenbacker Causeway
Virginia Key
Miami, Fla. 33149

American Society for Oceanographers
A Department of the Marine Technology Society
1730 M Street, N.W., Suite 412
Washington, D.C. 20036

Office

Business Machine & Office Appliance Mechanics (I.U.E.)
International Headquarters
160 Fifth Avenue, Room 912
New York, NY 10010

National Office Products Association
1500 Wilson Boulevard
Arlington, Va. 22209

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Michigan 48020

Offset Press

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, Pa. 15213

Optical

American Optical Company
Box 1
Southbridge, Ma. 01551

Optometry

American Optometric Association
7000 Chipewa Street
St. Louis, Mo. 63119

Operating Engineering

International Union of Operating
Engineers
1125 17th Street, N.W.
Washington, D.C. 20036

Osteopathy

American Osteopathic Association
212 East Ohio Street
Chicago, Ill. 60611

Packaging

Packaging Institute, U.S.A.
342 Madison Avenue
New York, NY 10017

Paint

National Paint & Coatings, Association
1500 Rhode Island Avenue, N.W.
Washington, D.C. 20005

Painting & Decorating Contractors
Association of America
2625 West Peterson Avenue
Chicago, Ill. 60605

Paper

American Paper Institute
260 Madison Avenue
New York, NY 10016

Technical Association of the Pulp
& Paper Industry
1 Dunwoody Park
Atlanta, Ga. 30341

Parole and Probation

NCCD Information Center Librarian
National Council on Crime Librarian
44 East 23rd Street
New York, NY 10010

Pathology, Speech and Audiology

American Speech & Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Personnel

American Management Association
135 West 50th Street
New York, NY 10020

Pharmacology

American Association of Colleges of
Pharmacy
8121 Georgia Avenue
Silver Spring, Md. 20910

American Pharmaceutical Association
2215 Constitution Ave., N.W.
Washington, D.C. 20006

The American Society for Pharmacology & Experimental Therapeutics, Inc.
9650 Rockville Pike
Bethesda, Md. 20014

Pharmaceutical Manufacturers
Association
1155 15th Street, N.W.
Washington, D.C. 20005

Photography

American Photoengravers Association
166 West Van Buren Street
Chicago, Ill. 60604

Biological Photographic Association,
Inc.
P.O. Box 1057
Rochester, Minn. 55901

Professional Photographers of America,
Inc.
1090 Executive Way, Oak Leaf Commons
Des Plaines, Ill. 60018

Physics

American Institute of Physics
335 East 45th Street
New York, NY 10017

Interagency Board of U.S. Civil Service
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Physiology

American Physiological Society
9650 Rockville Pike
Bethesda, Md. 20014

Planning

American Institute of Planners
917 15th Street, N.W.
Washington, D.C. 20005

Plastering

Bricklayers, Masons & Plasterer's
International Union of America
815 15th Street, N.W.
Washington, D.C. 20005

Plastics

Society of the Plastics Industry
250 Park Avenue
New York, NY 10017

Plumbing or Pipe Fitting

United Association of Journeyman &
Apprentices of the Plumbing and
Pipe Fitting Industry of the United
States and Canada
901 Massachusetts Ave., N.W.
Washington, D.C. 20010

Podiatry

American Podiatry Association
3301 16th Street, N.W.
Washington, D.C. 20010

Police

International Association of Chiefs
of Police
1319 18th Street, N.W.
Washington, D.C. 20036

Printing and Publishing

American Booksellers Association
800 Second Avenue
New York, NY 10017

American Newspaper Publishers
Association
11600 Sunrise Valley Road
Reston, Va. 22070

Association of American Publishers
1 Park Avenue
New York, NY 10016

Education Council of the Graphic
Arts Industry, Inc.
4615 Forbes Avenue
Pittsburgh, Penn. 15213

International Printing Pressmen &
Assistant's Union of North America
1730 Rhode Island Avenue
Washington, D.C. 20036

International Typographical Union
P.O. Box 157
Colorado Springs, Colo. 80901

Magazine Publishers Association
575 Lexington Avenue
New York, NY 10022

Printing Industries of America
1730 No. Lynn Street
Arlington, Va. 22209

Programming

Data Processing Management Association
524 Busse Highway
Park Ridge, Ill. 60068

Psychiatry

Roche Laboratories
Division of Hoffman-LaRoche, Inc.
Nutley, NJ 07110

Psychology

American Psychological Association
1200 17th Street, N.W.
Washington, D.C.

Public Relations

Career Guidance
Public Relations Society of America
845 Third Avenue
New York, NY 10022

Public Servant

U.S. Civil Service Commission
Eighth and F Streets, N.W.
Washington, D.C. 20415

Purchasing

National Association of Purchasing Management
11 Park Place
New York, NY 10007

Radiology

The American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minn. 55405

The American Society of Radiologic Technology
645 N. Michigan Ave., Room 620
Chicago, Ill. 60611

Railroading

Association of American Railroads
Transportation Building
Washington, D.C. 20006

Real Estate

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, Ill. 60611

National Association of Realtors
155 E. Superior Street
Chicago, Ill. 60611

Recreation

National Recreation & Park Association
Professional Development Service
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Refrigeration

Refrigeration Service Engineers Society
422 North Waller Avenue
Chicago, Ill. 60644

Retail Merchants

National Retail Merchants Association
100 West 31st Street
New York, NY 10001

Range Management

American Society of Range Management
Box 13302
Portland, Oregon 97213

Retailing

U.S. Department of Commerce
Washington, D.C. 20230

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, NY 14714

Roofing

United Slate, Tile & Composition
Roofers, Damp and Waterproof
Workers Association
1125 7th Street, N.W.
Washington, D.C. 20036

Rubber

Rubber Manufacturers Association
1901 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Sales

Sales and Marketing Executives
International
630 Third Avenue
New York, NY 10017

Sanitation

National Environmental Association
1600 Pennsylvania
Denver, Colo. 80203

Science

National Science Teachers Association
1201 16th Street, N.W.
Washington, D.C. 20006

Secretarial

United Business Schools Association
1730 M Street, N.W.
Washington, D.C. 20036

Securities

National Association of Securities
Dealers
1735 K Street, N.W.
Washington, D.C. 20006

Sheet Metal

Sheet Metal Workers' International
Association
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036

Shoes

American Footwear Industries
Association (Shoe)
1611 No. Kent St.
Arlington, Va. 22209

Shoe Service Institute of America
222 West Adams Street
Chicago, Ill. 60606

Soap

Soap & Detergent Association
475 Park Avenue South
New York, NY 10016

Social Work

National Commission for Social Work
Careers of the National Association
of the Social Workers, Inc.
2 Park Avenue
New York, NY 10016

Sociology

The American Sociological
Association
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

Space Science

Office of Educational Programs and
Services
National Aeromatics & Space
Administration
400 Maryland Avenue
Washington, D.C. 20025

Statistics

American Statistical Association
806-15th Street, N.W.
Washington, D.C. 20006

Surveying

American Congress on Surveying and
Mapping
Woodward Building
Washington, D.C. 20005

Systems

Association for Systems Management
24587 Bagley Road
Cleveland, Ohio 44138

Teaching

Association for Childhood Education
International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

National Center for Information on
Careers in Education
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

U.S. Department of Health, Education
and Welfare
Office of Education
Washington, D.C. 20202

Television and Radio Technology

Communications Workers of America
1808 Adams Mill Road, N.W.
Washington, D.C. 20009

Communications Workers of America
1925 K Street, N.W.
Washington, D.C. 20006

National Alliance of Television Association
5908 South Troy Street
Chicago, Ill. 60629

National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C. 20036

Textiles

American Textile Manufacturers
Institute
1501 Johnston Building
Charlotte, N.C. 28281

Tobacco

Tobacco Institute
1776 K Street, N.W.
Washington, D.C. 20006

Toys

Toy Manufacturers of America
200 Fifth Avenue
New York, NY 10010

Transportation

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036

American Trucking Association
1616 P Street, N.W.
Washington, D.C. 20036

Typography

International Typographic Composition
Association, Inc.
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Vending Machine

National Automatic Merchandising
Association
7 South Dearborn Street
Chicago, Ill. 60603

Veterinary Medicine

American Veterinary Medical
Association
600 South Michigan Avenue
Chicago, Ill. 60605

Watch Repair

American Watchmakers Institute
P.O. Box 1101
Cincinnati, Ohio 45211

Water Conditioning

Water Conditioning Association
International
3300 S. Naperville Street
Wheaton, Ill. 60187

Wholesaling

National Association of Wholesalers
1725 K Street, N.W.
Washington, D.C. 20006

X-Ray Technology

The American Registry of Radiologic
Technology
2600 Wayzata Boulevard
Minneapolis, Minn. 55405

Youth Services

Director of Field Operations
B'nai B'rith Youth Organization
Washington, D.C. 20036

Personnel and Training Division
Boy Scouts of America
New Brunswick, NJ 08903

APPENDIX F

MAPLE HEIGHTS CITY SCHOOLS

EQUITY CAREER EDUCATION PROGRAM

Concepts Behind Equity Career Education Test Items

1. Nontraditional roles and stereotyped roles for women and men
2. Job discrimination
3. Stereotyped personal characteristics for women and men
4. Attitudes and facts about working wives and mothers
5. Racial and age discrimination
6. Biases about education for boys and girls
7. Legislation and legality
8. Women in supervisory roles
9. Suitability of appearance for men and women
10. Vocabulary

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM
Grade 3

Student's Name____________________

Are you a boy or a girl? ____________________

Teacher's Name____________________

School____________________

DIRECTIONS: For each question, circle the number of the answer that you think is best.

1. Boys are probably better than girls in
   1. science.
   2. arithmetic.
   3. history.
   4. no particular subject.

2. When can both a husband and his wife go out to work?
   1. When they want to
   2. When the husband does not mind
   3. When their children are grown up
   4. When their neighbors also go out to work

3. Why are most doctors men, not women?
   1. Because women get upset when they see blood
   2. Because women are not encouraged to be doctors
   3. Because women should not leave their families to work
   4. Because women should be nurses instead

4. Which kind of job would be best for a man?
   1. Plumber
   2. Kindergarten teacher
   3. Fire fighter
   4. Any of these

5. When should girls be allowed to wear slacks?
   1. Whenever boys can
   2. Only to play in
   3. Only when it is cold outside
   4. Only if adults think slacks look okay for girls

6. Which of these people works in transportation?
   1. House builder
   2. Telephone operator
   3. Bus driver
   4. Storekeeper

7. Here are some things people say about boys. Which one is not true?
   1. Boys are as smart as girls.
   2. Boys are stronger than girls.
   3. Boys are better leaders than girls.
   4. Boys are as brave as girls.

8. The ability to use a road atlas would be most important to a
   1. train conductor.
   2. bus mechanic.
   3. safety director.
   4. truck driver.

9. Here are four ideas about girls. Which one is fair?

   1. Girls can grow up to be lawyers.
   2. Girls should help their mothers more than boys.
   3. Girls should always set the table, and boys should always rake the leaves.
   4. Girls are always better babysitters than boys.

10. By dividing classroom jobs among my classmates,

   1. everybody is happy.
   2. we share responsibility.
   3. we argue over jobs.
   4. nothing gets done well.

11. A good secretary must

   1. be able to type.
   2. be at least 21 years old.
   3. graduate from college.
   4. be a woman.

12. Which of these workers would be working in a school?

   1. A detective
   2. A custodian
   3. A navigator
   4. A tailor

13. A woman and a man have the same skills and experience, and an employer hires the man just because he is a man. That employer is

   1. smart.
   2. thoughtful.
   3. unfair.
   4. nice.

14. Committees usually help make

   1. houses.
   2. trouble.
   3. decisions.
   4. cars.

15. Compared to women telephone operators, men telephone operators

   1. are better.
   2. are just as good.
   3. are worse because men's voices are too low.
   4. are worse because men are not so polite.

16. Helping other students when you can shows you are

   1. cooperative.
   2. smart.
   3. the best student.
   4. dependable.

17. Which jobs are especially good for women?

   1. Government jobs
   2. Beauty salon jobs
   3. Factory jobs
   4. None of these

18. "Equal employment opportunity" means that employers hire a person because of that person's

   1. need.
   2. sex.
   3. ability.
   4. race.

19. Which of these groups is often discriminated against when they are looking for jobs?

   1. White men
   2. Black men
   3. Creative men
   4. Educated men

20. What is a prejudice?

   1. A free choice
   2. A good idea
   3. An interesting dance
   4. An unfair judgment

21. Awareness means

   1. seeing things around you.
   2. always telling the truth.
   3. sharing with friends.
   4. getting good grades.

22. About how many mothers who have children in school have a job, too?

   1. Almost none of them
   2. About one-fourth of them
   3. About one-half of them
   4. Almost all of them

23. Assembly line workers are found in

   1. stores.
   2. offices.
   3. factories.
   4. hospitals.

24. Classroom jobs such as cleaning the board, closing the windows, and passing out papers are all good ways for third graders to show they are

   1. smart.
   2. friendly.
   3. responsible.
   4. popular.

25. Wages are money people get when they

   1. do a job.
   2. get an allowance.
   3. go to the bank.
   4. answer the phone.

26. How many women dentists are there in the United States?

   1. A lot
   2. Many
   3. Some
   4. Very few

27. If you see something in a book that you disagree with, you should

   1. question it.
   2. say nothing.
   3. cross it out.
   4. get angry.

28. There are laws in the United States which allow women to

   1. vote.
   2. own land and houses.
   3. become lawyers.
   4. do any of these things.

29. Many people doing different jobs on the same farm is called

   1. division of labor.
   2. hard work.
   3. competition.
   4. division of power.

30. If you wake up late for work one morning, you should

   1. telephone someone at work that you are sick and can't come in.
   2. hurry and get to work as soon as possible.
   3. call your supervisor and explain that you will be late.
   4. stay home and report for work the next day.

	Agree	I Don't Know	Disagree
31. Girls have special abilities which are different from boys' abilities.			
32. Boys my age should never play with dolls.			
33. I am an important part of my class in school.			
34. Black men are better baseball players than white men.			
35. There are important jobs in the U.S. Navy and Army that women can do well.			
36. A school book is always right.			
37. Boys and girls have many of the same interests.			
38. I would rather have my mother stay at home than go to work.			
39. Disagreeing with another person's opinion is wrong.			
40. A woman could not be the President of the United States because men are smarter.			
41. School is the only place you learn things.			
42. Women are not good police officers because they are not as brave or strong as men.			
43. It is interesting to know what jobs my friends' parents have.			

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM
Grade 6

Student's Name____________________________ Are you a boy or a girl?______________

Teacher's Name__________________________________School__________________________

DIRECTIONS: For each question, circle the number of the answer that you think is best.

1. Which kind of jobs would be especially good for women?
   1. Government jobs
   2. Beauty salon jobs
   3. Executive jobs
   4. None of the above

2. When should women be allowed to wear slacks?
   1. Whenever men can
   2. When their parents let them
   3. When their husbands let them
   4. Only if their employers approve

3. People have recently been voting on a new law called the E.R.A. What do these letters stand for?
   1. Equal Rules Amendment
   2. Employers' Rights Amendment
   3. Equal Rights Amendment
   4. Employees' Relief Amendment

4. Compared to women telephone operators, men telephone operators
   1. are usually better.
   2. are just as good.
   3. are worse because men's voices are too low.
   4. are worse because men are not so polite.

5. A boy who plays with dolls
   1. is normal.
   2. deserves to be teased.
   3. is not as normal as a girl who plays with dolls.
   4. is a sissy.

6. Which of the following subjects is more important to a girl than to a boy?
   1. Spelling
   2. Music
   3. Arithmetic
   4. None of these

7. Which of the following occupations involves skills most like that of a typist?
   1. Assembly line worker
   2. Locksmith
   3. Keypunch operator
   4. Bricklayer

8. Most doctors are men because women
   1. are upset when they see blood.
   2. have been discouraged from going to medical school.
   3. cannot leave their children to make house calls.
   4. are needed as nurses.

9. Let's say your class is electing a class president. You think one of the boys would be a good president, but one of the girls would be just a little bit better. Which one would you vote for?
   1. The boy, because boys get more respect at meetings
   2. The boy, because boys need practice for future jobs
   3. The girl, just because she is a little better
   4. The girl, because it makes things more even for girls to be president sometimes

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35. Mothers with little children should not work.					
36. Women can naturally do laundry better than men.					
37. Women can be good officers and responsible leaders in the U.S. Army and Navy.					
38. Girls have certain abilities which are different from boys' abilities.					
39. When I don't know what to do about something, I just wait and don't do anything.					
40. It is okay for a girl to play with cars and trucks.					
41. Girls should not decide to be judges because there are not many female judges.					
42. Sometimes women have to work harder than men to get the education and jobs they want.					
43. A man can be as good a nurse as a woman.					
44. It is more important for a boy to go to college than for a girl.					

24. Many people having different jobs in the same school is an example of
    1. supply and demand.
    2. division of labor.
    3. good education.
    4. good work habits.

25. A man should know arithmetic in order to
    1. be a good shopper.
    2. be a math teacher.
    3. work with recipes for cooking.
    4. do any of the above.

26. A job which requires a college degree is
    1. insurance salesperson.
    2. real estate agent.
    3. veterinarian.
    4. carpenter.

27. An opinion is
    1. a fact.
    2. a belief.
    3. an answer.
    4. a decision.

28. Words like policeman, fireman, and chairman are examples of
    1. race discrimination.
    2. sex stereotyping.
    3. discrimination against men.
    4. equality for men and women.

29. Something we cherish is called a
    1. value.
    2. interest.
    3. opinion.
    4. attitude.

30. An irresponsible person often makes choices without considering
    1. hopes.
    2. desires.
    3. pleasures.
    4. consequences.

Directions: Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
31. It is more important for my mother to stay at home than to work on a job.					
32. I think a woman would be too emotional to be President of the United States.					
33. A husband should make more money than his wife.					
34. You can learn a lot about yourself by reading books.					

10. Which of these people is part of management?
    1. Secretary
    2. Factory supervisor
    3. Laborer
    4. Teacher

11. A person who stereotypes women thinks women are
    1. different.
    2. alike.
    3. musical.
    4. smart.

12. If you are good at something, you have
    1. an aptitude.
    2. an attitude.
    3. a trust.
    4. a goal.

13. Here are four sentences about women. Which is false?
    1. Women are more feminine than men.
    2. Men are physically stronger than women.
    3. Men and women are equally intelligent.
    4. Women are kinder than men.

14. When textbooks and storybooks show men as lawyers and police officers and women as secretaries and nursery school teachers, this is an example of sex
    1. discrimination.
    2. stereotyping.
    3. overtones.
    4. relationships.

15. Profit is money
    1. needed to set up a business.
    2. borrowed to pay for things.
    3. remaining after you pay for costs.
    4. paid to people for working.

16. When working on projects with other students, which of the following is most important if projects are to be done well?
    1. Communication skills
    2. Artistic skills
    3. Mathematical skills
    4. Writing skills

17. About how many mothers who have children in school have a job, too?
    1. Almost none of them
    2. About one-fourth of them
    3. About half of them
    4. Almost all of them

18. Girls should study different school subjects from boys if the girls
    1. want to be feminine.
    2. want to learn about them.
    3. plan to get married.
    4. plan to have a career.

19. A worker is called an apprentice if he or she is
    1. receiving experience which leads to mastery of a trade.
    2. recently employed in his or her first job.
    3. attending technical school with the consent of his or her parents.
    4. employed in a large factory.

20. One of the following sentences is an example of a prejudice. Which one is?
    1. Women do not make good lawyers.
    2. Women like to wear different clothes from men.
    3. Women can cook as well as men.
    4. Women movie stars are always beautiful.

21. A person's emotions
    1. have nothing to do with a job.
    2. are important in choosing a job.
    3. can only interfere with a job.
    4. make it easier to find a job.

22. Which of the following is not a choice a person can make?
    1. Which hobbies to have
    2. How much education to get
    3. What jobs are open
    4. What career to follow

23. Which one of the following is not a part of decision making?
    1. Expected consequences
    2. Random guessing
    3. Alternatives
    4. Values

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45. Field trips help me learn about jobs.					
46. Women do not make very good police officers because they are not as brave or strong as men.					
47. Career education can only help me to decide what job I should choose.					
48. Black doctors probably are not as capable as white doctors.					
49. Women have a harder time getting high-paying jobs than men do.					
50. A person who is strict is usually unfair.					

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM
Grade 8

Student's Name ______________________ Sex __________

Teacher's Name ______________________ School __________

DIRECTIONS: For each question, circle the number of the answer that you think is best.

1. A woman should be able to work at any job that
   1. she wants and is feminine.
   2. requires a liberal education.
   3. a man can do.
   4. uses women's special talents.

2. Today few women are presidents and executives of companies because customs and attitudes
   1. are difficult to change.
   2. cannot be changed.
   3. reflect natural differences between the executive abilities of men and women.
   4. make company operations run smoothly.

3. The Equal Rights Amendment represents an effort to correct discriminatory policies based on
   1. sex.
   2. race.
   3. nationality.
   4. all of the above.

4. Which of the following subjects would be more important for a college girl than a college boy?
   1. Music
   2. Secretarial skills
   3. English
   4. None of the above

5. Few women have become lawyers because
   1. men are better lawyers.
   2. our customs discouraged it.
   3. women were too soft-hearted by nature.
   4. women were, by nature, interested in other types of careers.

6. Compared to "chairperson," the word "chairman" implies
   1. leaders are generally men.
   2. men are more respected than women.
   3. women who are leaders are masculine.
   4. all of the above.

7. One of the things you might be asked on a job application is
   1. your IQ.
   2. your father's salary.
   3. whether you have ever been convicted of a crime.
   4. what kinds of jobs your friends have.

8. In which of the following professions are terms like symmetrical balance, proportion, emphasis, and harmony used?
   1. Accounting
   2. Interior decorating
   3. Journalism
   4. Marketing

9. Which of the following is not usually part of a job resume?
   1. Daily school attendance record
   2. Scholarships and awards
   3. Previous employment
   4. References

10. Which of the following jobs does not fit in the same occupational cluster as the other three?
    1. Telephone operator
    2. Film editor
    3. Salesperson
    4. Journalist

11. To stereotype someone is to think that the person's behavior
    1. fits into a pattern that is the same for all members of that person's group.
    2. fits into a pattern that is similar to several minority groups.
    3. is different from most of the members of that person's group.
    4. is different from most other minority group behavior.

12. Automation can best be described as
    1. running machines overtime.
    2. using workers to control different machines.
    3. running a business in a very efficient way.
    4. using machines instead of people for jobs.

13. A company is advertising for a job. A man and a woman apply on the same day. The man has a family to support while the woman is single. The woman has more experience for the job. Which one should be hired?
    1. The man, because his wife and children need his support
    2. The woman, because all that is important is who is better for the job
    3. The man, because men have careers to think of
    4. The woman, because women need to be given more of a chance

14. Which of the following careers are most closely related?
    1. Salesperson and architect
    2. Electrician and plumber
    3. Bookkeeper and auditor
    4. Social worker and professor

15. How many doctors in the United States are women?
    1. About 1 out of every 2
    2. About 1 out of every 3
    3. About 1 out of every 5
    4. About 1 out of every 8

16. Which of the following occupations requires the most education?
    1. Glass blower
    2. Civil engineer
    3. Mail carrier
    4. Dental hygienist

17. Which of the following is least controlled by an individual?
    1. Employment opportunities
    2. Amount of education
    3. Choice of hobbies
    4. Choice of career

18. Which of the following sentences illustrates a bias?
    1. Women can get as much education as men.
    2. On the average, men are taller than women.
    3. Women make better nurses than men do.
    4. Men are physically stronger than women.

19. What should be the first step in the process of making a decision?
    1. Think up different solutions
    2. State the problem
    3. Select one solution
    4. List the good and bad points of each solution

20. What percentage of school-aged children have working mothers?
    1. About 5%
    2. About 21%
    3. About 53%
    4. About 75%

21. An architect, a builder, and a stone mason working together to build a house is an example of
    1. quality control.
    2. mercantilism.
    3. division of labor.
    4. industrialization.

22. Girls are more afraid of snakes and spiders than boys are because of girls'
    1. natural sensitivity.
    2. upbringing and training.
    3. both natural sensitivity and upbringing
    4. neither natural sensitivity nor upbringing.

23. Which of the following kind of jobs would be especially appropriate for women?
    1. Government jobs
    2. Beauty salon jobs
    3. Executive jobs
    4. None of the above

24. A "graduated income tax" means
    1. a tax paid by college graduates.
    2. paying taxes at different times throughout the year.
    3. paying a larger proportion of taxes if you make more money.
    4. paying sales tax even on small items.

25. Unemployment is most severe for which of the following groups?
    1. Black men
    2. Black women
    3. White men
    4. White women

26. The average yearly salary of women who graduate from college compared to men who graduate from college is roughly
    1. the same.
    2. about double.
    3. about half.
    4. a little lower.

27. A student who does well in English and likes to work alone would probably most like
    1. writing a play.
    2. researching articles for several magazine writers.
    3. teaching English.
    4. co-authoring a book.

28. Which of the following would help most to give more fair treatment of women in job selection?
    1. Courses for women on how to be aggressive
    2. Changes in the current attitudes of employers
    3. Making more women executives
    4. Making more laws against sex discrimination

29. Which of the following is not a contract?
    1. An agenda
    2. An I.O.U.
    3. An agreement between a teacher and a student
    4. A lease

---

30. Circle five jobs you think you will be capable of doing by the time you choose a career.

Truck driver
Sales clerk
Lab technician
Owner of a trucking company
Elementary school teacher
Waiter/waitress
File clerk
Cashier
Chemist
Apprentice carpenter
Restaurant manager
College professor
Store manager

Judge
Fashion designer
Bookkeeper
Assembly line worker
Lawyer
Darkroom technician
Office manager
Factory supervisor
Beauty salon owner
Doctor
Accountant
Dressmaker
Business executive
Hairdresser

Flight attendant
Newspaper reporter
Dental hygienist
Teacher's aide
Contractor
Nurse
Bank teller
Legal secretary
Commercial photographer
Pilot
Movie director
Dentist
Newspaper editor
Stage manager

Directions: Please read each statement carefully. There are no right or wrong answers. Check the box which best describes describes how you feel about the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
31. Women are more emotional than men.					
32. Men are not really suited to being kindergarten teachers.					
33. When choosing a job, a woman should consider what jobs are feminine as well as what jobs she would like to do.					
34. Students should not talk about their feelings in school.					
35. For a married couple, it makes sense for the wife to stay home to take care of the house while the husband goes out to work.					
36. A woman should choose between having a career and having children.					
37. It is worse for a man to be turned down for a job than for a woman to be turned down.					
38. Male ballet dancers are just as athletic and strong as football players.					
39. Doing the laundry is an example of a household chore which women can naturally do better than men.					
40. Blacks have more natural athletic ability than whites.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
41. I feel that attitude has little to do with keeping a job.					
42. Women should take subordinate roles more often than men.					
43. How to become a smart shopper is something that should be taught in school.					
44. Sometimes women have to work harder than men to get the same kinds of jobs or the same level of education.					
45. I would feel resentful or neglected if my mother had a career outside the home.					
46. Most television commercials are guilty of sex role stereotyping.					
47. A company which hires token blacks and women is a company with fair hiring practices.					
48. Most workers should retire when they are 65 years old because they cannot think quickly enough or adapt to new situations any longer.					
49. Mothers with young children should not work.					
50. Most people should get a college degree.					

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM
Grade 10

Student's Name____ Sex______________

Teacher's Name______________________________ School________________________

DIRECTIONS: For each question, circle the number of the answer that you think is best.

1. The Equal Rights Amendment represents an effort to correct discriminatory policies based on
   1. sex.
   2. race.
   3. nationality.
   4. all of the above.

2. To be biased is to be
   1. objective.
   2. not objective.
   3. uncertain.
   4. wrong.

3. Which of the following would help most to produce a more fair treatment of women in job selection?
   1. Courses for women on how to assert themselves
   2. Changes in the current attitudes of employers
   3. Making more women executives
   4. Making more laws against sex discrimination

4. In the United States, what percentage of engineers are women?
   1. About 2%
   2. About 12%
   3. About 22%
   4. About 32%

5. The major responsibility of the trust department of a bank is the
   1. transaction of confidential matters.
   2. management of estates and wills.
   3. sale of stocks and bonds.
   4. exchange of foreign currency.

6. The principle of "women's equity" implies that women should take jobs that
   1. men want, in order to achieve sex balance.
   2. have a female boss or employer.
   3. appeal to men and women equally.
   4. reflect their interests and abilities.

7. Which of the following is the major reason why automation occurs in an industry?
   1. To reduce production costs
   2. To replace workers
   3. To increase unemployment
   4. To produce different products

8. The median annual income of female college graduates compared to male college graduates is
   1. the same.
   2. about twice as great.
   3. a little smaller.
   4. about half as great.

Directions: Read each statement carefully. There are no right or wrong answers. Check the box which best describes how you feel about the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37. I do not have much self confidence when I have to take part in large group discussions.					
38. A woman who wants to have a career should not have children.					
39. Most women will always have a husband to take care of them.					
40. Most television commercials are guilty of sex role stereotyping.					
41. Career exploration is mainly for vocational students.					
42. Most workers should retire when they are 65 years old because they cannot think quickly enough or adapt to new situations any longer.					
43. A company which hires token blacks and women is a company with fair hiring practices.					
44. Blacks have more natural athletic ability than whites.					
45. Women are more emotional than men.					
46. A college degree is a waste of money for girls who do not plan to use it to get a good job.					

30. Circle five jobs you think you will be capable of doing by the time you choose a career.

Truck driver
Sales clerk
Lab technician
Owner of a trucking company
Elementary school teacher
Waiter/waitress
File clerk
Cashier
Chemist
Apprentice carpenter
Restaurant manager
College professor
Store manager
Judge
Fashion designer
Bookkeeper
Assembly line worker
Hairdresser
Lawyer
Darkroom technician
Office manager
Factory supervisor
Beauty salon owner
Doctor
Accountant
Dressmaker
Business executive
Flight attendant
Newspaper reporter
Dental hygienist
Teacher's aide
Contractor
Stage manager
Nurse
Bank teller
Legal secretary
Commercial photographer
Pilot
Movie director
Dentist
Newspaper editor

DIRECTIONS: Read each statement carefully. There are no right or wrong answers. Check the box which best describes how you feel about the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
31. It's not appropriate for men to be nurses.					
32. If a family with one boy and one girl can afford to send one child to college, it makes more sense to send the boy.					
33. By their nature, women are suited to certain types of jobs that men are not suited to.					
34. In the future, there will most likely be a woman President of the U.S.					
35. Most people should get a college degree.					
36. If only one parent can go to work, it should be the father.					

19. Social Security provides all of the following EXCEPT
    1. retirement income.
    2. disability income.
    3. survivor benefits.
    4. guaranteed annual wage.

20. Mexican Americans suffer discrimination especially in what part of the United States?
    1. Northwest
    2. Southeast
    3. Southwest
    4. Northeast

21. In determining the amount of stock to be sold, a new corporation must consider the
    1. Sherman Anti-Trust Law.
    2. oil depletion allowance.
    3. price ceilings.
    4. amount of capital required.

22. What percentage of physicians in the United States are women?
    1. About 5%
    2. About 15%
    3. About 25%
    4. About 35%

23. A good resume is
    1. brief and to the point.
    2. artistically done.
    3. carbon copied.
    4. very expensive.

24. If you were trying to make an occupational decision, you might be helped by doing all of the following EXCEPT
    1. finding out the skills needed on a number of jobs.
    2. talking to a group of workers about their jobs.
    3. identifying the occupations in which you might be interested.
    4. applying for a Social Security number.

25. The periodic table is used by a
    1. furniture salesperson.
    2. math teacher.
    3. lawyer.
    4. chemist.

26. At comparable jobs, the rate of turnover for women as compared to men is
    1. about the same.
    2. much lower.
    3. much higher.
    4. a little lower.

27. Men should get more pay than women for doing the same job when the man
    1. has a family.
    2. has more experience.
    3. has been unemployed.
    4. any of the above.

28. A vice president, a supervisor, and a personnel director are all part of a company's
    1. executive board.
    2. union.
    3. management.
    4. board of directors.

29. Which groups require about the same amount of strength to perform well?
    1. Female field hockey players and male ice hockey players
    2. Male ballet dancers and male football players
    3. Male badminton players and male boxers
    4. Female basketball players and male basketball players

9. What quality is especially needed in a good journalist?
   1. Charity
   2. Curiosity
   3. Style
   4. Introspection

10. Unemployment is most severe for which of the following groups?
    1. Black women
    2. White women
    3. Black men
    4. White men

11. A man applies for a job at the same time a woman applies for it. The man has a family to support while the woman is single. The woman has more experience. Which one should be hired?
    1. The man, because his wife and children need his support
    2. The woman, because women need to be given more of a chance
    3. The man, because men have careers to think of
    4. The woman, because all that is important is who is better qualified

12. A "graduated income tax" means
    1. a tax paid by college graduates.
    2. paying taxes at different times throughout the year.
    3. paying a larger proportion of taxes if you make more money.
    4. paying sales tax even on small items.

13. What percentage of school-aged children have working mothers?
    1. About 5%
    2. About 21%
    3. About 53%
    4. About 70%

14. Trial lawyers, teachers, and newscasters often use the same skills as
    1. a speech therapist.
    2. an administrator.
    3. an actor.
    4. an accountant.

15. Which of the following statements about seasonal workers is not true?
    1. They work periodically throughout the year.
    2. They do not make much money.
    3. They earn fringe benefits.
    4. They often work in jobs that are concerned with agriculture.

16. "Affirmative action" is related to the way people are treated when they are being
    1. accepted by colleges.
    2. sentenced in courts.
    3. unfairly fired from jobs.
    4. hired for jobs.

17. Women of working age are least likely to work between the ages of 25 and 34. What percentage of women in that age group are employed?
    1. About 15%
    2. About 25%
    3. About 35%
    4. About 45%

18. If you are good at math, you might choose a career as a
    1. statistician, astronomer, or assessor.
    2. lawyer, sales clerk, or pilot.
    3. chef, physical therapist, or cashier.
    4. carpenter, projectionist, or counselor.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47. Newspaper staff members should share the same opinions and beliefs.					
48. Teaching is a more practical career for women than business is.					
49. The costs of having a baby depends only on the current hospital rates.					
50. In the past, blacks have received the benefits of due process of law less often than whites.					

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM

Grade 3

Answer Key

1. 4
2. 1
3. 2
4. 4
5. 1
6. 3
7. 3
8. 4
9. 1
10. 2
11. 1
12. 2
13. 3
14. 3
15. 2
16. 1
17. 4
18. 3
19. 2
20. 4
21. 1
22. 3
23. 3
24. 3
25. 1
26. 4
27. 1
28. 4
29. 1
30. 3
31. D
32. D
33. A
34. D
35. A
36. D
37. A
38. D
39. D
40. D
41. D
42. D
43. A
44. D
45. D
46. D
47. A
48. D
49. D
50. D

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM

Grade 6

Answer Key

1. 4
2. 1
3. 3
4. 2
5. 1
6. 4
7. 3
8. 2
9. 3
10. 2
11. 2
12. 1
13. 4
14. 2
15. 3
16. 1
17. 3
18. 2
19. 1
20. 1
21. 2
22. 3
23. 2
24. 2
25. 4
26. 3
27. 2
28. 2
29. 1
30. 4
31. SD
32. SD
33. SD
34. SA
35. SD
36. SD
37. SA
38. SD
39. SD
40. SA
41. SD
42. SA
43. SA
44. SD
45. SA
46. SD
47. SD
48. SD
49. SA
50. SD

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM

Grade 8

Answer Key

1. 3
2. 1
3. 1
4. 4
5. 2
6. 1
7. 3
8. 2
9. 1
10. 3
11. 1
12. 4
13. 2
14. 3
15. 4
16. 2
17. 1
18. 3
19. 2
20. 3
21. 3
22. 2
23. 4
24. 3
25. 2
26. 3
27. 1
28. 2
29. 1
30. --
31. SD
32. SD
33. SD
34. SD
35. SD
36. SD
37. SD
38. SA
39. SD
40. SD
41. SD
42. SD
43. SA
44. SA
45. SD
46. SA
47. SD
48. SD
49. SD
50. SD

1/76
Form B

MAPLE HEIGHTS EQUITY CAREER EDUCATION PROGRAM

Grade 10

Answer Key

1. 1
2. 2
3. 2
4. 1
5. 2
6. 4
7. 1
8. 4
9. 2
10. 1
11. 4
12. 3
13. 3
14. 1
15. 3
16. 4
17. 4
18. 1
19. 4
20. 3
21. 4
22. 2
23. 1
24. 4
25. 4
26. 1
27. 2
28. 3
29. 2
30. —
31. SD
32. SD
33. SD
34. SA
35. SD
36. SD
37. SD
38. SD
39. SD
40. SA
41. SD
42. SD
43. SD
44. SD
45. SD
46. SD
47. SD
48. SD
49. SD
50. SA

. . . . an ending that was also a beginning.

. . . . an infinity remains left over for you to make of it yet more.

Dear reader, you are one who must forever be yet more than you have been.

Oc 0008 327